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ABSTRACT

Based on a survey of 37 colleges, this booklet provides a summary of the characteristics of special community college centers that contract educational services to business, industry, government, and other groups in the local community. Following background information on the development and uses of the booklet and its special relevance to energy education, factors are outlined that have influenced the creation of centers for coordinating college and community relationships. Next, a composite is drawn of the centers' goals, objectives, services, contact and linkage approaches, program development procedures, and administrative details. Problems experienced by the centers are then discussed in areas such as faculty, college/program credibility, and tracking and follow-up systems. Advice offered by survey respondents is then presented for colleges interested in initiating or expanding involvement in contracted educational services. Finally, brief case studies are presented of the centers at the West Valley Joint Community College (CC) District, College of DuPage, Moraine Valley CC, Prairie State College, University of Maine at Augusta, North Shore CC, Kalamazoo Valley CC, Mercer County CC, College of the Albemarle, Portland CC, Southwestern Oregon CC, Williamsport Area CC, State Technical Institute at Memphis, Lee College, and Wytheville CC. Each case study provides information on the community, the college, and the operations and characteristics of the center. (DAB)

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**COMMUNITY COLLEGE CENTERS
FOR CONTRACTED PROGRAMS**

A Sequel To SHOULDERS TO THE WHEEL

James R. Mahoney

Director, Energy Communications Center

Dale Parnell, Publisher

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introduction

Energy education in fossil fuels areas (petroleum, natural gas, coal) has already proven its worth. These programs have successfully demonstrated their capacity to train and place the thousands of technicians who have participated in them. The Reagan Administration's focus on domestic energy production has made the programs even more popular and valuable, and in the last two years it has encouraged a number of institutions to introduce such programs in their curricula.

Conservation and alternative energy programs, however, are another matter. They are new, not well understood by the private sector in terms of their possible contributions to profit and savings, and frequently associated with the "liberal fringe" that among other interests is concerned about chemical additives in food, acid rain, and the preservation of natural resources and animal life. These are the kinds of concerns that cost the private sector money. And they sometimes interfere with expansion and new development by the firms.

These programs have experienced a number of problems. Some programs lack sufficient numbers of students to warrant their continuation; others have aimed at national labor markets because a local or regional market for them is weak (an effort that appears to conflict with the colleges' community service philosophy); and still others have become victims of the budget crises that many institutions are experiencing.

One of the causes of these difficulties may be that the program directors have not adequately marketed their programs. They may not have taken their programs to the employers who might logically be expected to hire graduates; they may not have invited employers to help shape the programs; they may not have made a sufficient effort to demonstrate the skills that program graduates could bring to firms; and they may not have adequately developed reasonable evidence to prove that the employment of these trained technicians could save the firms money, could increase the efficiency of operations, and could contribute to the productivity of workers.

Further, many of these programs work outside the college's mainstream; that is, they are seldom attached to traditional academic departments that could provide them with necessary support and stability. They generally are left to survive by their own devices. Even when they are administratively tied to traditional academic departments, they tend to be viewed as "newcomers," and are thus last in line when support is meted out. In some colleges, administrators and faculty of traditional energy disciplines view these programs as competitors.

There are offices existing now in many colleges that could provide the kind of guidance and assistance from which these programs could benefit. A growing number of colleges in the last several years--but particularly in the last three to four years--have organized discrete offices whose charge is to "sell" the colleges' educational services to business and industry, government, and other groups functioning in the local communities. The offices serve as the central channel through which the public and private sectors seek college services and the primary resource for the college in informing these organizations about what it can do for them. These offices are not new phenomena; some colleges have operated them for 10 years or more. The new development is that many colleges have established them in the last few years, and many more are moving to implement them now.

This booklet describes in brief detail 15 such offices. The intention of the booklet is to encourage the creation of similar offices in colleges that have not considered them and to suggest that energy program directors seek assistance from them in their efforts to demonstrate the practicability of their graduates to employers.

background

While reviewing resource materials for the production of Shoulders to the Wheel, we discovered that a number of colleges had created special offices, programs, centers, or institutes to coordinate and intensify their relationships with community organizations--business and industry, organized labor unions, government, non-profit organizations, and special interest groups. We began the research for Shoulders with the unstated assumption that the cooperative agreements that many colleges had with local business and industry were a result of a special convergence of interests, a traumatic rise in unemployment in the community, and/or the work of an active college advisory committee member or faculty person. We were surprised to discover that in many cases, these agreements were a result of the colleges' concerted efforts to tap markets that they had touched only peripherally in the past.

We felt that this development was significant as a resource for college energy education programs as well as for all other program services. We decided then to identify some of the more active and innovative college offices and to present them in a publication that would serve as a sequel to Shoulders to the Wheel.

We began the data collection process by reexamining the programs we had described in Shoulders to the Wheel, material that had been gathered for Proven Partners (an AACJC pocket reader that describes 40 college/business cooperative agreements), and submissions for the AACJC annual award for model college/business collaboration. These materials revealed approximately 37 colleges that appeared to have discrete offices that were responsible for contracting educational services to the private and public sectors in their communities. In addition to a general solicitation for information on such offices through the AACJC Letter (May 20, 1982), we sent an information request form to each of the 37 colleges (late May), followed up with a second request letter to those colleges that responded to our initial invitation, prepared draft case studies, and shared the drafts respectively for corrections and approval. This booklet is the result of these activities.

evolution of the centers

While these centers are receiving increased attention today, many of them are over 10 years old. College business/government/community group centers have not sprung to life precipitously. Their evolution has occurred as a result of a number of influences. Several of these influences are outlined below.

1. The succession of federal manpower and occupational education programs over the last 20 years that has drawn community colleges increasingly into the nucleus of human resource and economic development activities. Among the most significant of these federal policies are: the Area Redevelopment Act of 1959; the Manpower Development and Training Act of 1962; the Vocational Education Act of 1963; the Economic Opportunity Act of 1964; the Elementary and Secondary Education Act of 1965; the New Careers program of 1965; the Work Incentive program (WIN) of 1967; the Job Opportunities in the Business Sector (JOBS) program of 1968; and the Emergency Employment Act of 1971. Also, the Comprehensive Employment and Training Act of 1973 (CETA), a complex program that was designed to organize and streamline all previous manpower and training policies; the CETA amendments of 1976; the Skills Training Improvement Program (STIP) of 1977; and the Youth Employment and Demonstration Projects Act (YEDPA) of 1977. These policies were introduced during a period in which community colleges were nearly doubling in number.

Involvement in these programs has contributed greatly to the colleges' perception of the broad applicability of their programs; to

college confidence in the quality of their services; to public sector recognition of the value and appropriateness of college programs that address community training needs; to industry/business recognition of the colleges' capacity to deliver high-quality, low-cost manpower training programs at times and locations convenient to them and in response to their specific requirements; and to organized labor unions' understanding of the contributions community college instruction can make to apprenticeship programs.

2. The impact of our rapidly changing economy that is becoming service-centered, information-focused, and more automated -- changes that require a workforce that is in need of constant training, retraining, and upgrading.
3. Demographic influences -- an aging skilled work force, and expected sharp increases in the percentages of women and minorities that will comprise new workers in the next two decades, among others.
4. The encouragement that state economic development activities have provided through funding programs specifically targeted on community college technical training programs to prepare work forces for expanding industries within the state, to entice new businesses to relocate in the state, and to help resolve manpower problems experienced by enterprises currently operating in the state. Examples of these kinds of efforts are: High Impact Training Services (HITS), Illinois; Bay State Skills Corporation, Massachusetts; Job Training for New and Expanding Industry, North Carolina; Flexible Industry Related Start-up Training (FIRST) program, Colorado; and Customized Training Program, New Jersey.
5. The escalating costs of training to businesses that have created their own substantial in-house capacities.
6. The traditional return of adult students to education in times of economic downturn in an effort to participate in retraining, upgrading, and career change programs; and the increased interest generally in occupational training programs as the result of a poorly functioning economy.
7. The contributions of national demonstration programs like those sponsored by the American Association of Community and Junior Colleges, including the Work/Education Councils Program and the Community College/Organized Labor Union Cooperation Program, that helped to highlight the significance of community colleges working closely with various commercial and public sectors in the community to help

resolve some of its human resource problems. The current Association of Community College Trustees' Business/Industry Community College Coalition (BICCC) activities offer another example of the stimulus provided by national programs.

8. The philosophical charge of the colleges that directs them to focus on economic development issues.
9. The expanding numbers of community people who serve on college curriculum advisory committees, perform as part of the colleges' adjunct faculties, and participate on the colleges' boards of trustees.
10. The drive of colleges to increase their full-time equivalency numbers, to preserve current staff and programs, and to generate income for the college at a time when the total state reimbursement per student is increasing at a lower percentage than it has in the past, while the rising costs of operation and escalating inflation reduce actual buying power.

center characteristics

None of the centers described in this booklet is exactly alike. Some are more comprehensive, programmatically, than others; some have longer-term experience than others; and some limit their audiences more than others. But they have many characteristics in common. A composite of several significant center details is presented below.

Goals: The primary goals of the centers include:

1. To intensify and coordinate college contacts with community organizations.
2. To facilitate community organizations' contact with the college.
3. To market college programs to potential audiences underserved or unserved in the past.
4. To increase the numbers of contracted educational programs provided by the college.
5. To assist faculty to initiate contacts, develop and costout programs, and deliver them.
6. To help the college maintain a high profile in the community by clarifying the college's mission and services.

7. To define and address the college's economic development responsibilities.
8. To assist the college to respond to a variety of local, state, and federal economic and human resource development policies and programs.

Objectives: Among the objectives of the centers are:

1. To inform contact persons in business/industry, government, and other community groups of the scope and feasibility of the college's educational services.
2. To explore with the contact persons the educational needs of their employees, firms, or members.
3. To identify areas of educational need in which the college could serve them.
4. To develop a system for delivering programs and a consistent schedule of charges.
5. To inform contact persons about the college's placement services, cooperative work experience stations, part-time temporary instructor pool, advisory committee pool, the college foundation, and other college programs.
6. To identify college graduates who are employed by the organizations.

Services: The centers provide an assortment of services for community groups, including:

1. Needs assessments.
2. Experimental and/or custom-designed training units.
3. Contracted delivery systems.
4. Flexible schedules, sequences of training, and program structures.
5. Improved channels of communication between the college and various community enterprises.
6. Professional-quality consultations to research personnel and production problems and to recommend solutions, and, when appropriate, to provide services to ameliorate the problems.
7. Participation on economic development teams.

8. Provision of college facilities for meetings, training programs, conferences, and related assemblies, and the organization and management of them when it is requested.

Contact and Linkage Approaches: The range of tactics used by the centers to contact and maintain linkages with community groups includes:

1. Scheduled, periodic staff visits to businesses/organizations.
2. College tours arranged for representatives of various enterprises in the community and, as part of the area's economic development activities, for firms with interests in relocating in the college district.
3. Direct periodic mailings of program details and offerings to businesses/organizations.
4. Presentations to appropriate community groups, clubs, associations, and organizations.
5. Program announcements in college publications.
6. Program announcements in business/organization publications.
7. Membership and participation in relevant community groups such as the chamber of commerce, Rotary, and other business, professional, and civic associations.
8. Active involvement in community planning groups and task forces.
9. Radio and television announcements through public service programming.
10. Referrals from previous and current program customers.
11. Leads provided by occupational program advisory committee members.
12. Free previews of specialized programs to promote contracted training.

Program Development Procedures: The centers use a variety of procedures to develop customized programs for community groups in their areas. A number are outlined below. The order in which they are applied by individual centers varies. They include:

1. Identify the specific needs and interests of the customer.
2. Identify and involve appropriate college administrators and faculty.

3. Inform the center office about the contact and solicit its assistance (when faculty or administrators outside of the center have initiated contact).
4. Arrange meetings between college administrators/faculty and business representatives.
5. Structure program jointly.
6. Gain appropriate college approval for the program, as necessary.
7. Schedule activity/program.
8. Prepare final contract.
9. Prepare and apply evaluation procedures.
10. Develop a budget and cost figures for the services.
11. Publicize the program/activity (or assist in the publicity) among the audience expected to participate.
12. Identify resource materials, support services, logistics, follow-up procedures, and other program details.
13. Organize brief orientation for potential program instructors.

Other Program Details:

- Nearly all of the centers have full-time directors; several of the larger programs employ more than one full-time professional. While the professional backgrounds of directors vary from one college to another, many directors have had direct experiences in the business world (as managers, trainers, human resource development personnel, or owners of their own enterprises), in government (in economic development offices particularly), and in higher education administration (vocational and continuing education especially).
- Four of the centers are placed administratively within the continuing education and/or community services department. Three centers are in the presidents' offices. One is in the provost's office. Other offices to which the centers are attached are instructional services, resource/development/public services and career education.
- Center budgets range from \$17,000 annually to \$300,000. They are derived from the colleges' general fund, with the expectation that the contracted educational services will recover -- at least -- the total budget. Most of the centers are conducted as entrepreneurial enterprises -- they are operated as businesses.

- The significance and applicability of these centers is not confined to urban or suburban areas that have a plethora of industries and businesses. They can make important contributions in rural areas as well. Three of the college models presented in this booklet serve essentially rural districts. Several others are located in areas that include rural communities.
- The centers do not limit their activities to business and industry. They also provide educational services to government offices, non-profit organizations, professional associations, and a wide assortment of other community groups.
- Faculty for custom-designed programs are selected from two major sources -- the college and business. Some centers focus first on matching program instructional needs with available college faculty; when college faculty are not available (i.e., work time and expertise), community people are sought. Other centers look first to the community for program instructors, working on the principle that a program is most effective and responsive when it is presented by someone who knows the audience and the organization from which students come. In one center, short-term program managers are hired to supervise activities; the program managers are generally experienced people from the organization for which the instruction is offered.
- The majority of contracted programs are short-term, spanning the range from a one-hour seminar to a full-semester course. While some centers have offered the same program to an organization more than once, longer-term contracts (one year or more) are rare.
- Most centers use a standard contract form for their programs and most apply a fixed schedule of costs. When a program requires additional expenditures (for travel, equipment, program redesign, curriculum materials, etc.), they are added to the standard costs.
- All the centers offer both special and generic programs. (See Definitions section following.)

Problems Experienced by the Centers

As part of the data collection process, we asked center directors to identify up to three major problems that they had experienced in operating their programs and to describe briefly the solutions they applied to resolve them. Several respondents did not offer solutions to the problems they identified. Their responses are abstracted below.

● Faculty:

1. College faculty were not always available during the time-frame requested by the firm or group, and sometimes the college faculty did not possess the technical qualifications required for certain programs. To solve these problems, college faculty were assigned industrial classes as overloads, and adjunct faculty from industry or some other community resource were hired.
2. One college reported that it preferred to hire industry faculty for its programs, but that it was difficult to locate industry instructors with experience in adult education and program development who were available during the day.
3. College faculty are sometimes prevented from teaching in day programs by union contracts that govern the total number of their teaching hours.
4. One director indicated that inherent fear of change, coupled with concerns for maintaining program quality and philosophic differences associated with "academic snobbery," generated some faculty hostility to the program.
5. One center is responsible for coordinating programs among two campuses, each with a strong desire to maintain its own identity and autonomy, and each sharing a general concern about institution management. In such an environment, a considerable effort is required to garner faculty acceptance and participation. To accommodate the faculties, the center devised flexible operational guidelines, policies, and procedures to ensure uniformity but to allow for differences as well. Center staff also created activities that directly involved the faculty.

● Traditional College Patterns:

1. In its initial phase, one center relied on various college departments to support the costs of faculty for the training programs. Some department administrators were reluctant to use their budgets for these purposes; the arrangement did not encourage them to participate in the programs. The problem was resolved when the center was assigned its own budget out of which custom-designed program instructors were paid.
2. Before the center's creation, several college administrators and faculty had established their own contacts with business and industry; they considered these contacts their own "territory." With the center's establishment, college policy directed that all

such contacts had to be channeled through the center. The transition had to be handled with diplomacy. It required top-level administrative support, clear and repeated definitions of the center's role, and "some gentle persuasion." One director reported that to resolve such a problem the office's public relations responsibilities had to be viewed as involving both external and internal college activities. The center established a policy of internal cooperation and invited program co-sponsorship whenever possible and appropriate.

3. The college had neither a strong extended campus operation nor a history of consistent involvement with business and industry; thus, there was no foundation upon which to build the center. The superintendent created a task force comprised of management, faculty, and classified personnel to identify means of generating contracted service agreements. The task force produced a number of recommendations, including: create a positive community image of the college, its programs and services; identify organizations that may be interested in contracted services and offer quality programs in response to their needs; identify and build on the strengths of the college; and develop a flexible fee structure that encourages contracts and rewards faculty.

- College/Program Credibility: One college reported that it is surrounded by a prestigious private university, one of the best public four-year institutions in the state, and a profusion of private consulting organizations--all of which compete for contracted training with business and industry. To establish its competitiveness, the center energetically created and maintained its image as a high-quality, sophisticated service provider. It has successfully presented itself as a business; its approach to the private sector is entrepreneurial. Its publicity materials are written to the business person, not to the academician; they address issues of primary concern to the business world, including the potential of training programs to increase productivity and profits. Also, before meeting with clients, the office staff identifies the individuals with whom it will be meeting, develops a mini-profile on each, and notes any prior associations they might have had with the college. The office also invites business and industry representatives to preview training programs; they are walked through sample workshops so that they can actually experience the training programs.

- Low Number of Programs: One college was not achieving the level of interest in its services that it had anticipated. Through a formal analysis of the firms it had contacted, the college discovered that it was concentrating on the largest firms in the area, ones that were least likely to take an interest in its services because of their own established in-house training programs. To increase its

volume of programs, the college shifted its emphasis to reach the substantial number of smaller employers in the college's service district.

- Tracking and Follow-up Systems: As the number of training programs expanded, one center experienced increasing difficulty in maintaining control over its linkage and follow-up activities. Program delivery schedules, follow-up, new contacts, and other significant functions were not receiving the attention that they required for a responsive, efficient approach. To resolve the problem, the center devised a matrix control system and assigned a program manager the responsibility for coordination and follow-up.
- Special Program Leaders: For larger projects, one college center hires program leaders. The center has experienced difficulties with some of these short-term managers. To reduce this problem, the center has refined its interview procedures. The center now seeks to identify personal characteristics most compatible with project leadership. The characteristics include: repeated experience with short-term projects, high stress tolerance, doer versus thinker or designer, low interest in traditional business status symbols, problem-solving abilities, organization and public relations skills, and knowledge of business protocol.
- Labor Union Resistance: One center reported that labor union officials exhibited cautious, sometimes suspicious, attitudes toward the creation of new apprenticeship training programs. To assuage their concerns, the staff invited the officials to the college; explained the program to them, particularly the facts that the classes would be taught by qualified journeymen respected in their trades and that the classes and labs would be reserved for apprentices; and took them on tours of the facilities.
- Tenuousness of Short-Term Programs: Most of the special programs presented by the center have been short-term, "once only" efforts. Such arrangements reduce the opportunities for long-term planning, program revisions, and meaningful evaluation. The center is attempting to contract for long-term training.

Advice Offered by the Centers:

AACJC staff solicited each center director to offer up to three pieces of advice to colleges interested in initiating or expanding their involvement in contracted educational services. A summary of their suggestions is offered below.

- It is essential to gain the support and commitment of college administrators, including the supervisor to whom the center reports,

the president, and the board of trustees. Faculty and department chairmen endorsement is important also. The president's support must be strong and visible, both within and outside the college. The center should report to the president or to the dean of instruction.

- Contact persons must earn the confidence of a potential client on the first visit and must maintain that confidence throughout the relationship.
- Policy decisions must be made before programs are conducted, including salary scales for workshop/program leaders, focus and types of programming that can be delivered (based on the college's strengths), and a clear definition of the authority and responsibilities of the center director within the institution.
- Instructional department deans, chairpersons, and faculty must be involved as partners in program design and delivery, partly as a means of generating understanding and commitment.
- An effective advisory council should be developed and used.
- Center personnel should understand that they have to market their product in a competitive marketplace and that they are but one of the educational alternatives available to business and industry. This perspective should be reinforced continuously. Because community colleges are relatively new to the market, staff have to prove that their product is better than their competitors'.
- Do not try to be all things to all people. Identify the services that you can provide, select those that you think are most needed, and then focus on one or two markets initially. Deliver what you promise in order not to feed the already existing perception in the business world that higher education institutions are unreliable and out of touch.
- Staff should actively participate in industrial associations, professional organizations, and other local groups so that they become integral parts of significant informal networks. Golf and tennis outings, business luncheons, political receptions, local community task force meetings, organization assemblies, and other similar activities should be a part of the center personnel's weekly assignments, for business-related decisions are frequently made at these sessions.
- The center director should be employed full-time and should have a diverse background in private industry. As educators have their own language, business officials have their distinct ways of communicating. The two share few characteristics. For the college to work

effectively with local business and industry, the director should be able to communicate with the business world; he/she should be viewed as one of their own. When a full-time director is not possible, the person responsible for business and industry programming should be freed as much as possible to concentrate on these efforts. Also, the director should be viewed as a person who represents the interests of the entire college rather than one or another unit within the college.

- All industry, government, and community group programs should be coordinated through the center, and all registration activities related to contracted services should be handled by this office.
- The center must develop high quality promotional and informational materials, for business and industry representatives expect and require them. Most frequently, the materials produce the first impression for industry of the college's capacity and "know-how."
- Allow time for the program to develop and become established before expecting it to pay for itself or to generate income. This process will take a minimum of two years.

In summary, one center director advised: Do not establish a center unless you have the strong support of your president; do not establish a center unless you feel comfortable in the business environment; do not establish a center unless you are willing and able to develop and implement energetic and creative marketing strategies. Do establish a center if you have adequate support, know and feel comfortable with community leaders, especially business and economic development groups, and are prepared to take risks.

Definitions:

The terms "special" and "generic" are used in this booklet to distinguish two kinds of contracted services that the colleges offer. Special programs are those that are offered for one particular firm or organization. These programs may be standard courses identified in the college catalogue that are presented at times and locations convenient to the groups, and in time blocks appropriate to circumstances; they may be customized versions of standard college offerings; or they may be totally new programs, structured to meet the specific demands of the firm or group; they may be taught by college faculty or by instructors from the community hired specifically for the course.

Generic programs share the design variabilities of special programs, but they are presented to a number of firms and/or groups that share interests and needs for the instruction. In most cases, generic programs are offered to firms and/or groups that do not have sufficient numbers of employees or personnel to warrant a special individual program.

Each of the program categories is flexible. For example, a course offered as a special program in one instance may be presented on another occasion as a generic one. Depending on demand, generic programs may also be offered as special programs. The use of the terms in the case studies presented in this text indicates the audience for which they were offered initially.

brief case studies

College

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x 219

Community Demographics

The college district incorporates a 230-square-mile area that extends from the southernmost portion of the San Francisco Bay to the Santa Cruz Mountains. It is primarily an urban and suburban area with semi-rural pockets. The population is approximately 350,000. The average age of residents is 34 years old. The population of the district is concentrated in two areas: within the city of Santa Clara and the eastern section of Campbell. The Alviso and Santa Cruz mountain areas are most lightly populated. Socio-economic details vary from one area in the district to another. For example, the 1975 Census update showed that nearly 30 percent of the households in both the district's northernmost section and the Santa Clara area had household incomes below the U.S. poverty level, while 54 percent of the residents in the Saratoga community had household incomes over \$24,000 per year. District-wide, 85 percent of the population had a household income above the poverty level. The racial breakdown for the area was: 0.3 percent American Indian, 2.9 percent Asian, 1 percent Black, 90 percent Caucasian, and 5.8 percent Hispanic. However, ethnic groups were unevenly distributed; only 27.5 percent of the population in the district's northernmost area was Caucasian, while approximately 95 percent of the population in the Saratoga area was Caucasian. Varied industrial and business development abound in the valley. The large semi-conductor industry is responsible for the large increase in population in the area over the past ten years. Major employers are Advanced Micro Services, American Micro Systems, Apple Computer, Atari, Fairchild, General Electric, Lockheed, Memorex, and Owens Corning Fiberglass. In September 1981, the area unemployment rate was 8.1 percent.

College Details

The West Valley Community College District was established in 1963 and enrolled its first students in the fall of the following year at what is now West Valley College. The district is composed of two colleges: West Valley College (Saratoga) and Mission College (Santa Clara). Mission College was opened in 1975. Mission College offers 15 academic associate degree programs, 28 occupational associate degree programs, and 27 occupational certificate programs. West Valley College offers 24 academic associate degree programs, 31 occupational associate degree programs, and 29 occupational certificate programs. The district's student body is: 54.4 percent female; 1.8 percent American Indian, 1.9 percent Black American, 1.5 percent Filipino, 7.3 percent Hispanic, 6.1 percent Asian, and 81.4 percent White American (1975 figures). In the spring 1982 semester, 50 percent of the students at both colleges were registered in occupational programs. At Mission College 64 percent of the students are 25 years old or older; at West Valley College the percentage is 38.7. Except for the fall of 1976 and 1978, enrollments have increased annually at a rate in excess of 10 percent each year. In the spring 1982 semester, Mission College reported enrollments at 9,556 (8,102 part-time); West Valley reported 16,586 (12,302 part-time). The district employs a total of 297 full-time faculty and 659 part-time instructors (figures for fall 1981). The district charges no tuition; fees average \$12 per year.

Program Details

The center was created in June 1981. It was one of several administrative changes instituted by the newly appointed superintendent/president of the college district. In regard to the new office, he directed:

Change the title of Community Services to Community Development and at the same time change the direction of this program to emphasize developing contracts with business and industry for courses and programs designed specifically to meet their needs; extending our credit and non-credit ADA generating classes to the community; plus coordinating marketing efforts and a community forums program.

The center is the district's marketing outreach extension for programs and activities to the public and private sectors of the community. It provides assistance to the colleges to facilitate the development and delivery of new, experimental, and custom-designed programs for customers in business, industry, government, social services agencies, and professional and nonprofit institutions and organizations.

Other center details are:

1. The office is staffed by one professional whose primary experience is in educational administration at the community college level. Her functions include:
 - a. Formulate operational policies and procedures and guidelines for their implementation;
 - b. Initiate, facilitate, and maintain effective communication, liaison, and working relationships between and among the center, district offices, the colleges, and community organizations;
 - c. Provide the resources (information and expertise) to initiate, develop, and implement contract educational services;
 - d. Evaluate the effectiveness of the center's organization and performance; and
 - e. In conjunction with the Office of Community Development, develop appropriate marketing strategies and materials to provide information regarding contract educational services.

The director reports to the district superintendent.

2. Its first year budget was \$75,000. The total came from the college's general fund. In its second year, the office budget was reduced by \$25,000, the amount that contract programs are expected to generate in revenue. Eventually, the district expects that the office will be self-supporting and, in fact, will contribute monies to the general fund.
3. The district offers both special and generic programs. In its first year, the office produced four special programs and no generic programs. Approximately 120 students participated in the special programs. Recently, the office offered four new special programs for which 75 students enrolled.
4. The cost of the programs to business/organizations was \$3,500.
5. The district uses a modified contract form for both special and generic programs.
6. The staff has developed standard evaluation instruments that may be used to assess the value and relevancy of a program. The instruments include faculty, customer, and student assessments. The standard instruments may be modified or others may be designed as needed to evaluate a program effectively.

7. The four special programs offered by the office in the last year (1981-1982) are listed below.

<u>Business/Organization</u>	<u>Program Type</u>	<u>Program</u>
Synertek	special	Technical Writing
Santa Clara County Communications Department	special	Spanish Language and Culture
Community Hospital Medical and Hospital Staff	special	Speed Reading
Avantek	special	Career Awareness and Exploration

College

College of DuPage
22nd Street and Lambert Road
Glen Ellyn, Illinois 60137
312/858-2800

Harold D. McAninch, President

Program Office/Center

Business and Professional Institute (BPI)

Joan Bevelacqua Director
x 2196

Community Demographics

The college serves a 357-square-mile area in the northeastern portion of the state. The area population is 658,177 (1980), with Caucasians making up 94.8 percent of the population and Asianpi (2.84 percent) and Spanish (2.62 percent) comprising the next two largest ethnic groups. The median buying income per household in the district is \$34,785 (7/81) and the average per capita income is \$8,011 (1982). The labor force numbers 284,624, with 5.6 percent unemployed (1980). The largest communities in the district are Downers Grove, Lombard, Naperville, and Wheaton; each has a population in excess of 30,500. Major employment sectors are service (21.1 percent) and manufacturing (22.6 percent). The DuPage and Salt Creek rivers course through the district.

College Details

College of DuPage was founded in 1966. It offers four degree categories, including the Associate in General Studies, a program designed for those students who wish to structure their studies to meet their own needs. Off-campus programs are offered in more than 70 locations throughout the service district. The college's total enrollment for fiscal year 1982 was 74,303; 17,446 registered as full-time students and 57,257 enrolled part-time; 1,883 individuals participated in continuing education offerings. Nearly 41,000 students were involved in occupational studies. Student body characteristics include: 55.66 percent are female, 38.19 percent are Caucasian, the average age is 28, and 78 percent are employed either full-time or part-time. The college offers 40 transfer degree programs and 35 occupational degree programs. Twenty-seven occupational certificate programs are available to students. In October 1981, the college employed 200 full-time faculty and 1,015 part-time instructors. Annual tuition and fees charges are \$509 (October 1981).

Program Details

The Business and Professional Institute was established in September 1979 in response to the president's recognition that a need for the institute's services existed in the community. One of the central causes of the need was the escalating costs of travel required for professional development activities for firms. Impetus for the program did not originate from state economic development interests nor from other sources outside the college. It was totally a college initiative.

From its inception, the institute was designed to provide local business and industry training opportunities that were high in quality and affordable. From its beginnings, the institute offered seminars, conferences, workshops, needs assessment services, program evaluation, technical assistance, and credit courses in places of business. The institute also offers to examine business-supported training programs to determine whether or not college credit might be given for them.

The institute is a discrete operation in the college's Open College.

Other program details are:

1. The institute director holds five degrees including a doctorate in educational psychology. Her professional background includes vocational teaching, and several years as a data processor, trainer, and manager in business. Four program managers report to the director. Three program managers are responsible individually for business, technology, and health services. The fourth manager

is responsible for conferences, publicity, and coordination for the institute. (The director is planning a fourth program area--data processing.) One manager is a retired executive from General Motors Acceptance Corporation; two are former elementary school teachers with extensive volunteer management experience; and one reentered the workforce after a hiatus of several years to raise a family and to complete some personal writing. Activities in each of the three program divisions are coordinated by a changing core of experienced persons in relevant training areas. The coordinators are part-time employees, hired to handle specific programs as they are contracted, who come from a variety of backgrounds, including retired business executives, nurses, a graduate psychologist, and retired technologists. Faculty for institute programs are practitioners, recruited specifically for individual programs, who can effectively translate theory into the job situation. The institute director has created job descriptions for each of the management positions.

The director reports to the Provost of Open College.

2. The institute was established with the understanding that it would be self-supporting. The college advances operating monies against projected revenues from programs; books are balanced quarterly. All costs of operation including a 30 percent overhead fee, all salaries, and all direct expenses are charged against program revenues. In effect, the institute functions like a small business with a secure line of credit.

In its first year (1979-80), the institute received \$208,270 from the college for operations. Its revenues were \$197,270, for a shortfall of \$11,000. The shortfall was carried into the second year. Second year revenues were \$303,361, for a \$40,000 positive balance. Third year revenues were \$431,361, for a positive balance of \$173,357.

3. In its three-year history, the college has offered 183 special programs and 567 generic programs. During this period, 4,699 students enrolled in special programs and 12,809 in generic programs. The institute uses a standard contract form for both types of programs.
4. Base costs are established for the programs. For credit courses the following schedule is applied:

Credit Hours	Total Cost for First 15 Students	Cost per Student Over 15
1	\$ 550.00	\$ 25.00
2	775.00	40.00
3	1000.00	55.00
4	1225.00	70.00
5	1450.00	85.00
6	1675.00	100.00
7	1900.00	115.00
8	2125.00	130.00

Clients are charged \$100 per hour of instruction for in-plant non-credit and CEU courses for a maximum of 25 students per course. To ensure quality, the maximum student number for some of these courses (lecture, lab, workshop, and others) is lower. When more than 25 students is possible for a course, the institute charges an additional \$100 per person.

Additional costs such as books, supplies, and course/program development are passed on to the company. Programs requiring full-time coordinators are priced to include all cost of delivery plus 30 percent overhead.

5. In addition to using all of the linkages and maintenance tactics identified in the Introduction, institute staff are encouraged to join local organizations (chambers of commerce, professional groups, industrial associations, and others), to participate actively in community and district affairs, and to work on a variety of public and private committees and task forces (economic development, volunteer organizations, school boards, and others). The multiple benefits of these associations include: they add dimension to program managers--they are not just salespersons for college services but individuals with broad interests in a variety of community development activities; they provide opportunities to inform a wide cross-section of the community about the institute's services and capabilities; and they create effective public relations.
6. The institute's program development procedures follow the general pattern outlined below:
 - BPI director or manager meets with business officials to identify need. At the initial meeting, most clients are presented with time frames for implementation, the role of the company, institute responsibilities, and costs. BPI staff request that

the firm representatives review the materials and information and contact BPI within a week if they wish to initiate a program.

- BPI contact persons record the information shared with the business representatives, document pertinent discussion points, and send a follow-up letter to the firm within a week.
 - If the firm decides to work with BPI, the original staff contact person prepares a standard contract form for the director's approval.
 - After the firm has signed the contract, BPI identifies and assigns a coordinator to the program.
 - The implementation stage includes the following activities: curriculum development, trainer/educator/consultant selection, scheduling, evaluation designing, billing, and other administrative functions as necessary.
7. A three-part evaluation is applied to all programs. Assessments are collected from the points of view of: the firm, trainees, and BPI coordinators and trainers. Information reviews are done during the course of the programs; formal evaluation meetings and/or surveys are completed at the conclusion of the programs. In many cases firms use BPI evaluation data to determine whether or not to support future programs.
8. A selection of programs conducted by BPI over the past three years is presented below.

Companies/Organizations	Kind of Program	Program
Amoco Research Center		Basic Electricity and Electronics for Instrumentation
Applewood Manor		Nursing Assistant Training
Argonne		Manufacturing Technology; Air Conditioning; Conversational Russian
Bell Labs		Electrical Maintenance; Secretarial Science
Caterpillar Tractor Company		Technical Writing
Central DuPage Hospital		Conversational Spanish
Computer Sciences		Data Processing
Firex		Communication; Sales/Sales Management

First Security of Oak Brook
Fisher-Body Union Appren-
ticeship Training

Jewel
Meyercord Corporation
Plumbers and Pipefitters Union
Red Cross
Sweetheart Cup

Electric Typewriting
Basic Die Theory; Applied
Trigonometry; Advanced
Drafting
Supermarket Management
Accounting Procedures
Heating & Steam
CPR Training
Plastic Tech.; Machinery

College

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
312/974-4300

Fred Gaskin, President

Program Officer/Center

Moraine Employment Training Center

Lee Rasch, Executive Director

Community Demographics

The college district (#524) covers 139 square miles. It contains all or part of 26 municipalities, unincorporated areas, and several forest preserves. The area is essentially suburban. The total population is 373,069 (1980). The area experienced a substantial population growth between 1950 and 1980; the population projection for the year 2000 is 413,067. The 1980 Census shows that 92.6 percent of the population in the district was Caucasian, 4.8 percent was Black, one percent was Asian, and 1.6 percent fell in the "other" category. While all major occupational employment groups are represented substantially in the area, almost 60 percent of the labor force is employed as clerical workers, craftsmen, foremen, operatives, and related workers. One-half of the more than 5,000 district firms are engaged in manufacturing or wholesale or retail trade; banking, transportation, and insurance firms are also well represented. Some of the major private firms are noted in section 8 of this case study. The unemployment rate for the district is 11.8 percent.

College Details

The college was established in 1967 and enrolled its first class of 1,200 students in September 1968. With the exception of two years in its 13-year history, the student population has grown steadily. Its growth is expected to continue in the next five-year period. The college offers 57 degree programs (24 in the career area), 27 certificate programs (all in the career area), and 14 cooperative programs. The cooperative programs are the result of a joint agreement with other community colleges in the state; the agreement is designed to extend the number of career options available to students. Under the joint agreement, students take core courses at other colleges and supportive courses at Moraine Valley Community College. The total college enrollment for October 1981 was 11,474 (4.8 percent of the adult population), with 3,602 registered full-time and 7,872 part-time. More than 29,000 students enrolled in continuing education courses/programs. The college employs 162 full-time faculty and 240 part-time instructors. Annual tuition and fees are \$480 (1981).

The Program/Office

The college initiated business and industry programming in February 1978. A professional staff person was hired at the time as administrative assistant to the dean of Continuing Education and Community Services to develop business-related seminars and workshops. In 1982 the college increased its commitment to college/business linkages by establishing the Employment Training Center. In addition to the earlier success of these efforts, the impetus for the creation of the center includes: the state governor's statement that community colleges should become more involved with offering training programs in marketable skills, the college's board of trustees' interest in responding to the federal government's initiative to engage the private sector in economic development, and the college's own commitment to help respond to high unemployment in the area. The center is embarking on an aggressive approach to establishing programs for industry by contacting firms and demonstrating the various services that it can perform for them. One of its first efforts is the Employee Skills Institute, an effort that offers as many as twelve training programs, ranging from two to eight weeks long, and condensed to allow students to enter the workforce as soon as possible. The courses are offered on campus or in the workplace (depending on the location of equipment necessary for instruction), and for credit or not. Instructors for these courses may be college personnel or individuals with related industry training experience. Recently, the college has been asked to establish a pilot Business/Industry Community College Coalition to advise the center. BICCC is part of a national effort engineered by the Association of Community College Trustees (Washington, D.C.) to join the resources of community colleges (and other education institutions) with the training needs of industry at the local level.

Other program details are:

1. Three professionals staff the institute. The executive director of the center has had professional experience as manager of a private consulting firm specializing in technical training and human resource development for industry and as director of state-level vocational education programs for juvenile correctional institutions. The institute's director of economic development has had state and local experience in coordinating community education training and network development and developing community, inter-governmental, and inter-agency relationship systems to identify and address community problems. The institute's director of employment skills has worked as a sales manager of a private company and has owned and operated two small businesses. Supplementary services are provided by a cadre of education/business consultants who are employed sometimes as program instructors.

The executive director reports to the dean of Continuing Education and Community Services.

2. The first year (1978) budget to support one professional position was approximately \$60,000. It was included in the Continuing Education budget. Of this figure, \$27,000 was allocated for administrative and clerical salaries and \$33,000 for program costs. In the 1981-82 fiscal year, the business and industry program allowance was \$80,400. For fiscal year 1982-83, the center's budget is \$161,616, a substantial increase that reflects the addition of two professional staff and increased program efforts. The center is expected to be self-supporting; that is, the initial funds provided by the college are expected to be returned through the generation of special contract programs with industry and tuition charges for generic programs.
3. The center offers both special and generic programs. Since 1978, the college has provided 63 special programs and 163 generic programs. Approximately 1,500 students have participated in special programs and 3,500 in generic programs. Also, the college has co-sponsored a number of programs during this period with an assortment of community groups and businesses. Some are:

- Small Business Seminar, with Palos Heights' Chamber of Commerce
- E.M.T., with North Palos Fire Department
- Fire Safety Workshop, with Oak Lawn Fire Department
- Supervisors Seminar, with Bridgeview Chamber of Commerce

- Secretarial Seminar, with South Suburban Educational Office Personnel Association
 - Time Management, with Alsip Chamber of Commerce
 - Three-day Conference on Office of the Future, co-sponsored with eight computer manufacturers
4. The institute uses a standard contract for both special and generic programs.
 5. The aggregate cost to business/organizations for the special programs was approximately \$200,000; for generic programs, it was \$175,000.
 6. The center uses three evaluation mechanisms. After the first class session is completed, center staff contact the company representative to discuss course relevancy and to make appropriate adjustments if they are necessary. If adjustments cannot be made, the course may be canceled after this contact. Also, the center conducts a follow-up, or a course-ending survey given to students, to assist the staff improve the quality of future service; and it prepares a cost-effectiveness report to assess the projected and actual expenses and cost-effectiveness of the project as it was designed.
 7. A sampling of the center's special and generic programs is presented below.

<u>Company/Organization</u>	<u>Program Type</u>	<u>Program</u>
Various	generic	How to Own and Operate Your Own Business
Various	generic	Security in the Plant
Various	generic	Routine Leadership for Nurses
Various	generic	Collective Bargaining Overview
Various	generic	Office of the Future
Union Carbide Company	special	Secretarial Review
Johnson & Johnson Corporation	special	Business Letter Writing
General Foods Corporation	special	Business Letter Writing
Hickory Hills Bank	special	Word Processing Training
Christ Community Hospital	special	Secretarial Training
Various	generic	Training the Trainer

College

Prairie State College
Illinois Junior College District 515
Chicago Heights, Illinois 60411
312/756-3110

Richard C. Creal, President

Program Office/Center

College/Business Linkage Office
Industrial Program Development/
Placement Services

Janet L. Williams, Director

Community Demographics

The college serves a 150-square-mile district in the south suburban Chicago metropolitan area. The college is located about 30 miles from Chicago. The district population is approximately 200,000. It includes one of the state's wealthiest communities, Olympia Fields, and one of its poorest municipalities, East Chicago Heights. Until recently the economic base of the area was healthy, with large manufacturing firms predominating in commercial centers and small businesses that served both the manufacturing sector and population needs. Major area industries include metal, auto, and chemical firms. With the general decline in the national economy and the particular decline of these industries, major economic hardships are being experienced by the region. The unemployment rate is 13.8 percent. In the last decade, minority population changes occurred: the Black population increased from 8 percent to 15 percent; and the Hispanic population, negligible in 1970, grew to 4.4 percent of the district population. With the decreasing number of high school graduates, the average age of the population increased.

College Details

The college was established in 1957 and enrolled its first students in 1958. In 1965, as the result of the passage of the Illinois Junior College Act, the college became a separate, independent institution. Its own board of trustees was elected in 1966. From the time of its establishment, the college served a diverse population of students, but the greatest percentage consisted of employed, part-time, placebound, and economically disadvantaged individuals. Its outreach activities have been successful, as indicated by a 1980 survey that showed that approximately 25 percent of the adult population in the district had participated in college programs. Influenced by social, economic, and demographic changes, the college now serves a student body that is: three-quarters part-time; 27 years old on average, with 56 percent between the ages of 20 and 39; 20 percent minority, and less than

one-third of all students attend the college right after high school. Total enrollment is near 6,000 students. A large majority of the students are occupationally oriented--seeking to upgrade skills, to be retrained, and/or to enter or re-enter the work force. The college employs 103 full-time faculty and 275 part-time instructors. Annual tuition and fees are \$576.

Program/Office Details

The Industrial Program Development/Placement Services Office was created on September 1, 1979, in response to the college's recognition that it could be a positive force in the economy of the region by providing training and retraining programs and by participating in business and industry associations. The office's function is also consistent with the intentions of the state legislation that created the community college system. One section in the "Preamble" of the Illinois Community College Board mission statement reads:

Focusing on community needs requires extensive cooperation with community agencies, organizations, businesses, industries, and educational institutions, to identify the needs and address them in a manner which is both educationally and economically sound.

One of the mission statements in this document states:

Provide occupational programs. Such programs shall be vocational, technical, and semi-technical in nature and shall be for the purpose of providing job training, retraining and/or upgrading of skills to meet both current and emerging local, regional, and state manpower needs.

The Industrial Program Development/Placement Services Office has four major responsibilities: 1) serve as the college's major liaison for business and private industry; 2) assist business and industry in developing training programs for their employees; 3) serve as a consultant to industry in matters relating to the educational services provided by the college; and 4) plan and supervise a job placement office on campus that serves all students seeking on or off-campus employment.

The college structures programs, presents them to firms with estimates of individual costs to employees who might want to attend, and then conducts the training. All of the college's programs through this office are in apprenticeship fields.

The office is one of six (6) offices in the Instructional Services Division of the college. Each office reports to the Vice President of Instruction.

Other program details are:

1. The director's professional background includes experience as an operations supervisor (2 1/2 years) and as the Senior Training Administrator for Johnson & Johnson Baby Products. Those responsibilities included the development of in-house training programs for machine operators and supervisory personnel and internal training consultations with the maintenance department in organizing the Apprenticeship Program.
2. First year office funding totaled \$36,610. It was derived from the college's general fund. Its current budget is \$48,811.
3. The office offers both special and generic programs. Approximately 15 special programs have been presented and 12 generic programs. Over the three-year history of the office, approximately 600 students participated in special programs. In fiscal year 1982, 982 students enrolled in generic programs.
4. In fiscal year 1982, tuition and fees generated by the college through special and generic programming amounted to \$10,000 (special) and \$200,000 (generic). No special contracts are created for these programs.
5. With the exception of announcements in business publications and newspaper and television announcements, the college uses the contact and linkage mechanisms identified in the Introduction. Also, the director and many of the college administrators and faculty are members of various community business groups and associations. Close personal and professional contacts are stimulated through these memberships.
6. Program development procedures used by the college are those identified in the Introduction, except that no contracts are written for the programs.
7. Until recently evaluation procedures were applied by the department chairmen at least once a year. Since department chairmen were removed from the Union/Board Agreement, evaluation procedures are in the process of being reviewed for implementation by the administrators in Instructional Services.

8. A sampling of the special and generic training programs offered by the college is presented below.

<u>Companies/Organizations</u>	<u>Kind of Program</u>	<u>Program</u>
Inland Steel	special	Orientation to Apprentice Programs
Republic Steel	generic	Industrial Electrician; Boilermakers; Machinist Training; Millwrights
Republic Steel	special	D.C. Crane Control Training
Lever Brothers	special	Pipefitter/Welder Training
Ford Motor	generic	Tool & Die Training
LaSalle Steel	generic	Machinist; Air Conditioning/Refrigeration
Amforge	generic	Tool & Die; Die Sinkers
General Foods	special	Packaging Mechanic
Illinois Central Gulf Railroad	special	Welding Evaluations
Allis Chalmers	generic	Machinists
DeSoto Chemical	generic	Industrial Electricians

College

University of Maine at Augusta
University Heights
Augusta, Maine 04330
207/662-7131

Hilton Power, Acting President

Program Office/Center

Office of Public Service

Carol D. Young, Director
Research, Development, and Public Service

Community Demographics

The University serves a four-site area across central Maine, consisting of the communities of Augusta, Lewiston/Auburn, Rockland, and Bath. Augusta is the state capital. The longstanding big six of Maine's industrial group are: textiles, leather, lumber and wood, paper, food processing, and transportation equipment--particularly ship building. These industries are less capital intensive than labor intensive. They require more untrained labor and pay lower wages. Many of the firms in these industries have suffered from facilities deterioration, cost disadvantages in energy and transportation compared to competing regions, and the depletion of crucial material resources. These factors and others have led to an overall population growth that is consistently below the national average, a lagging growth in employment behind the U.S. averages in most categories, low family income levels, and an unemployment rate often higher than the national average. From 1950 to 1976, employment and manufacturing fell from one-third to one-quarter of the state's total employment; agriculture, forestry, and fishing fell from 11 percent to three percent over the same period; trade rose to 21 percent of total employment; and services increased to over 40 percent of the total.

While these state figures generally characterize the university's service district, two factors distinguish the Augusta region from the rest of the state. Metal fabrication and electronics-related activities have expanded importantly in this area in the last several years. Because Augusta is the state capital and the center of government employment, economic circumstances in this community are generally better. Also, Augusta is the center for banking and financial institutions, has large health facilities, and is the home of the Central Maine Power Company. A higher percentage of the region's residents work in professional and technical, managerial, clerical, and service occupations than in other parts of the state. As a result, income levels are generally higher than in other areas.

In 1980 the labor force for the four-community service district was 105,700; the unemployment rate averaged 7.7 percent. Of the non-farm workers in 1980, approximately 30 percent were employed in manufacturing, four percent in construction, three percent in transportation, 21 percent in wholesale and retail trade, three percent in finance/insurance/real estate, 20 percent in government, and 19 percent in miscellaneous non-manufacturing activities.

College Details

The University of Maine at Augusta (UMA) is the youngest campus in the state university system. It was established in 1967 to serve the Augusta

area. In response to community demand, the university expanded its programs in 1971 to include the Lewiston/Auburn area; the Rockland area in 1974; and the Bath area in 1975. UMA was originally founded as an extension center to serve the education needs of older adults who were able only to study part-time in the evening. While the majority of its students are part-time (76 percent), the university has attracted a significant number of full-time students as well (871 in the fall 1981). Total headcount for the fall 1981 was 3,515. Of this number, 1,284 were registered in the nine associate degree programs offered by the university; 282 in the two bachelor's degree programs; and 1,949 in non-degree programs. The average age of students was 30 years old; 74 percent of UMA students were employed and women comprised 64 percent of enrollments.

Program/Office Details

In his progress report to the board of trustees in January 1982, UMA's acting president wrote:

UMA needs to streamline and consolidate its efforts in reaching out to Maine communities. We have to reorganize educational services and academic programs so that the campus can respond more readily to the needs of business and industry in particular. Because of the close ties already developed with numerous communities in Central Maine, the campus is in a position to move quickly and efficiently.... The President proposes to establish an office to respond to business and industry demands for specially designed programs of assessment and education to meet employee needs.

The report went on to propose that the university "negotiate, plan and provide special contract programs at times and places convenient to both employers and employees, whether on site or off." His cost estimate for the office was \$29,000 for the first year.

In a June 7, 1982, memorandum, the acting president notified the UMA community that an Office of Public Service had been established and that seed money had been allocated for it. The new office was put under the charge of the director of the university's Office of Research and Development on a one-year trial basis.

Other program details are:

1. The office director is an experienced college administrator who works with the resource development specialist, an experienced consultant for government and private industry.

2. The office is supported by special funds (\$17,000) from the university system chancellor's office.
3. Both special and generic programs will be offered by the office, just as the university offered them before the creation of the new effort.
4. Evaluation activities will involve student written assessments and reviews by instructors.
5. Samples of the university's earlier efforts that are similar to what it plans to develop are listed below.

Companies/Organizations	Kind of Program	Program
Bath Iron Works	generic credit courses	General education courses in support of bachelor's degree program in Industrial Technology
U.S. Navy - Frigates	generic credit courses	Courses for sailors while frigates are docked at Bath Iron Works
State Dept. of Mental Health	generic credit courses	Courses for mental health workers and full-time students on-site
Small Businesses	special non-credit	Shopping for Computers (non-credit workshop provided as a member of the Small Business Training Network, a joint AACJC-SBA venture)

College

North Shore Community College
Three Essex Street
Beverly, Massachusetts 01915
617/927-4850

George Traicoff, President

Program Office/Center

Corporate Education Office

Roberta Stoller, Coordinator

Community Demographics

The college's primary service area includes 19 communities in the northeastern part of the state, and its secondary area has seven communities in the same region. The area encompasses approximately 140 square miles and has a population of 200,000 residents. Major population centers include the communities of: Beverly (37,083), Danvers (24,069), Marblehead (20,085), Peabody (46,751), and Salem (40,000). The primary employment sectors for the region are: manufacturing (26 percent), wholesale/retail (26 percent), service (20 percent), and government (18 percent). Among the more than 5,000 business establishments that exist in the area, 146 are manufacturers. Firm specialties include: electronic equipment and supplies, furniture, leather, calculating and accounting machines, chemicals, dies and die cutting, machining, printing, sheet metal, and welding. The annual average income of workers in the region is \$11,697. The district contains many historical sites and nine miles of ocean coastline.

College Details

The college was established in 1965 as the ninth college in the state's regional community college system. It has two campuses in Beverly and a center in downtown Lynn. The college offers 37 programs of study, including 33 degree and four certificate programs. Through the Day and Evening Divisions, 630 credit courses are offered annually, and over 140 non-credit courses are offered each semester by the Division of Continuing Education. Traditionally, the Division of Continuing Education enrolls approximately 70 percent of the college's total student population, with between 65 and 70 percent of these students taking credit courses. The growth in credit courses in the division is attributable to increasing enrollments in courses/programs relevant to job skill training in such areas as electromechanical technology, business administration, business computer science, mental health, occupational therapy assistant, and secretarial science. The college maintains the currency of its programs by nurturing affiliations with more than 200 community agencies, services, organizations, and businesses in its service district. Approximately 2,100 full-time day students are enrolled in the

college and 5,500 students enroll in Division of Continuing Education courses each semester. In the five years between 1977 and 1981, the college's part-time enrollments grew by 103 percent, yet the number of full-time students has averaged 85 percent of total enrollments during the period. An average of 75 percent of the graduates are career program students. In the 1981-82 academic year, the college employed 131 full-time faculty and 575 part-time instructors. Tuition and fees for the last academic year were \$632. The college has a cooperative agreement with the Essex Agricultural and Technical Institute through which the college supervises the institute's postsecondary degree programs. The college is also a member of the Northeast Consortium of Colleges and Universities in Massachusetts that permits student cross-registration among participating institutions; consortium arrangements augment the educational opportunities available to community residents.

Program Details

The position, Coordinator, Contract Services, was created in 1977 within the Division of Continuing Education as a means of consolidating and expanding the division's outreach to business and industry. Approximately seven years before the establishment of the office, the division had begun contracting educational services with the private sector. The responsibilities for these programs were shared among the division's professional staff. In 1977, the position was supported by a Title I-A grant; in the period 1978-81, it was absorbed by the division, but only one-quarter of the coordinator's time was assigned to business and industry contact. From January to September 1981, with support from a state vocational education grant, the coordinator's assignment time for contracting with business and industry expanded to three-quarters. In September 1981 the focus on education services contracting became full-time, still supported by a state vocational education grant. At the end of the state funding period (September 1982), the division plans to provide support monies for the full-time position. The coordinator's responsibilities include: coordinating all contracted, on-site educational programs provided for the business community; designing and implementing professional development seminars for the business sector; and facilitating grants proposed by the Division of Continuing Education and Community Services that provide vocational education. The coordinator reports to the director of Community Services, a department within the Division of Continuing Education.

Other program details are:

1. The coordinator's professional background includes: adult teaching experience in industry, administration and program development experience in industry, and graduate education in adult learning and program development. She has held the position since 1981.

2. The program's budget is contained in the general funds allocated for the division. No specific total is available.
3. The college offers both special and generic programs. Since the office was established, it has generated approximately 100 special programs and 20 generic programs. About 2,000 students have participated in the special programs and 600 students in the generic programs.
4. The college uses a contract form for special programs only.
5. For special programs, the college charges businesses between \$500 and \$2,500 each, depending on the requirements of the program. Students in generic programs pay between \$10 and \$190, again dependent on the nature of the program. The Division of Continuing Education operates on a self-sustaining basis; that is, it must recover all costs for its operation. No state monies are allocated for division operations.
6. Standard program evaluation forms are completed by both instructors and students, followed by a personal interview meeting that involves the program instructor, the company coordinator, and the college coordinator.
7. A sampling of the special and generic programs conducted by the college is presented below:

<u>Companies/Organizations</u>	<u>Kind of Program</u>	<u>Program</u>
Open to all business people	generic	AMA Certificate Program in Business Management
Open to business community	generic	Materials Management courses in cooperation with Am. Soc. Production and Inventory Control/No. Shore Chapter
GTE Sylvania, Inc.	specific	Financial Planning Workshop
International Union of Electrical Workers/N.E. District Council #2	specific	Retirement Planning Seminar
Salem Hospital	specific	Effective Communication
Turningpoint, Inc.	specific	Decision-Making
Varian-Beverly Division	specific	Tube Technician Training; Mathematics
Working couples	generic	Dual-Career Couples Discussion Series
General Electric	specific	Technical Writing
Open to business community	generic	Selecting & Integrating Computer Systems

College

Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, Michigan 49009
616/372-500

Marilyn J. Schlack, President

Program Office/Center

Executive Assistant to the President
Employee Development Center

Richard A. Olivanti

Community Demographics

The college serves an area in the southwestern corner of the state that is comprised of 10 public school districts. The area around the city of Kalamazoo is characterized by gently rolling farmlands and wooded areas. The city is 30 miles from Lake Michigan beaches. The area contains many inland lakes and streams. The population of the district is approximately 212,000; the city of Kalamazoo has about 80,000 residents. The Standard Metropolitan Statistical Area (includes Kalamazoo and Van Buren counties, but does not coincide with the college's service district) data for 1981 show that the labor force for the area was 138,000; the unemployment rate for Kalamazoo and Van Buren counties was 10.8 percent. Nearly 30 percent work in non-manufacturing positions, and 18 percent in government jobs. Major employers in the area include: The Upjohn Company, Fisher Body, Western Michigan University, Eaton Corporation, and an assortment of paper companies. Major products and services include: pharmaceuticals, health care, paper manufacture and printing, automotive and auto related, retail and services, machine tool, sheet metal, castings, tool and die, among others.

College Details

The college was established in August 1966 and opened its doors to students in September 1968. It is a comprehensive college that enrolled in October 1981 2,816 full-time students, 4,976 part-time students, and 1,619 participants in continuing education courses. The college offers 72 degree and certificate programs, 26 occupational degree programs, 15 certificate programs, and 31 general education/transfer curricula. Based on course enrollments, 31.6 percent are in business-related programs, 19.2 percent are in health-related programs, and 18.1 percent are in liberal arts/general curricula. Student body characteristics include: 57 percent female, 11 percent minority, 25 percent employed one to 30 hours per week and 45 percent employed more than 30 hours per week, and the average age is 29 years old. The college employs 97 full-time faculty and 121 part-time instructors. Annual tuition and fees are \$504.

Program Details

The Employee Development Center emerged from the extraordinary growth the college experienced in non-traditional programs over the past several years. Before the center's establishment in October 1981, the Office of Extended Educational Opportunities (created five years previously) was responsible for business and industry training programs as well as for other functions. Among the other functions were: continuing education, community services, Kalamazoo Valley Career Institute, and special projects such as CETA and Education for Retirement and Aging. As the executive assistant to the president explained:

The College, and external users, found it difficult to pinpoint who should be contacted for a specific request. Many times the switch-board operator would 'decide' who would receive a contact or request call. Also, College offices had difficulty in establishing their 'territory' and employers were being contacted by more than one College representative. For these reasons, and also to emphasize the top-level commitment of the College to employee/economic development, the Office of the Executive Assistant to the President was named as the initial contact point and overall facilitator for development efforts. The name 'Employee Development Center' was chosen for the clarity that title gave to external people, as opposed to Continuing Education or Community Services.

Under this new arrangement, all initial contacts are made through the center and then shunted to appropriate offices within the college. Contact follow-up responsibilities are determined by the needs of the organization requesting assistance.

The center is a reflection of a strong state movement that views community colleges as the major educational delivery system for supporting local and statewide economic planning and development.

Other program details are:

1. The professional experience of the executive assistant and the administrators of other departments involved in business/industry programs include college administration, occupational education teaching and administration, and adult education administration. The executive assistant reports directly to the president.

2. The Employee Development Center is not funded discretely. Because its creation was designed to consolidate and coordinate already-existing activities, no new personnel were needed. College general funds allocated for the operation of the executive assistant office and the programs within the Office of Extended Educational Opportunity are used to support business and industry outreach and programming. Revenues generated through the special programs are returned to the general fund.
3. The college offers both special and generic programs. Many of the programs that are offered initially as special activities are made available later to other audiences as generic programs. Special programs, like the banking courses that the college offers through a contract with the American Institute of Banking, are available to any interested bank or employee. In the 1981-82 academic year, the college presented 20 special and 10 generic programs. One thousand students enrolled in the special programs and 500 students registered for the generic offerings.
4. College charges for the programs vary. Non-credit special activities costs are dependent in large measure on instructor/consultant fees. Special credit programs carry normal college tuition and fees charges. Materials costs are added when it is necessary. College tuition and fees on a per/student basis are charged for generic programs. General guidelines for pricing a program have been established by the college. The guidelines aim at balancing projected revenues with projected costs. However, the amount of income from these activities do not determine the office funding level directly. The executive assistant states: "The amount of activity and perceived overall benefit to the College and the community are more important factors."
5. In addition to the contact and maintenance activities identified in the Introduction, the center employs members of the regular occupational programs advisory committees as community contact persons. The center staff also hold memberships in relevant community councils and committees, such as the Small Business Council and the Chamber of Commerce.
6. Credit courses are evaluated in the same way as are all other college courses. A separate evaluation form is used for non-credit programs. College staff monitor the programs through periodic visits, class attendance, or personal contacts. Using a unique evaluation model developed under a state department of education grant, all specialized courses and non-credit seminars and workshops were evaluated this year.

7. A sampling of the center's programs for the last academic year is presented below.

Companies/Organizations	Kind of Program	Program
Richard Allan Medical Industries	special	Time Management; Quality Control
The Upjohn Company	special	Pre-Retirement Planning; Medical Terminology; Chemical Terminology; Industrial Chemical Technology
National Waterlift, Division of Pneumo Corp.	special	Industrial Blueprint Reading; Tech. Math.
Borgess Medical Center	special	Emergency Medical Training for Nurses
Refrigeration Service Engineers Society	special	Heating, Refrigeration, Air Conditioning
Murco, Inc.	special	Inservice Management Training Seminars
Kalamazoo Child Abuse & Neglect Council	generic	Three day Conference on Child Abuse
Native American Employment	special	Basic Skills and Specialized Services Instruction for Residential Energy Auditor Training
Apprenticeship Programs: 36 companies	generic	Tool & Die; Millwright; Pipefitter; Machinist; Mechanic; Electrician; Machine Repair; Power-house Mechanic; Tool & Die Moldmaker

8. The college has produced a number of promotional fliers and brochures to broadcast its services to business and industry. With the other 28 Michigan community colleges, Kalamazoo Community College has sponsored the preparation and publication of The Impact of Community Colleges on Michigan and Its Economy, a paper that describes the resources and contributions of the colleges related to economic development.

College

Mercer County Community College
P.O. Box B
Trenton, New Jersey 08690
609/586-4800

John P. Hanley, President

Program Office/Center

Center for External Programs
and Services

Rose C. Nini, Executive Director
x 284

Walter A. Meyer, Director
Training & Development Services

Community Demographics

The college is located in the center of New Jersey in Mercer County, an area of 228 square miles. The population of the county is 310,000. The college also serves Hunterdon County, a contiguous area without a community college. It operates within a relatively small geographic area that is approximately 10 miles from Princeton University, four miles from Thomas A. Edison State College, and 13 miles from Trenton State College. The state capital is in the college's district. Major population centers in Mercer County (1980) include: Trenton City (92,124), Hamilton Township (82,801), and Ewing Township (34,842). The 1980 labor force totaled 162,500; principal employment categories were--government (27 percent), services (26 percent), manufacturing (21 percent), and trade (15 percent). The largest employers are: Princeton University (4,400 employees), General Motors Corporation/Division of Fisher Bodies (4,433 employees), Educational Testing Service (2,500 employees), and McGraw Hill (1,900 employees). Per capita income for the county was \$6,535 (1977). The unemployment rate for the county in September 1981 was 4.9 percent. The county has been called "Brainpower, New Jersey" because of the significant number of research and development activities that are conducted by universities, industries, and private research centers.

College Details

The college was established in 1966. In 1967 it merged with Trenton Junior College and the School of Industrial Arts. The West Windsor Campus in West Windsor Township began operations in 1972; the James Kerney Campus in the city of Trenton opened in 1976. The college uses 28 advisory committees, involving 325 citizens, to provide advice and consultation. It offers 42 associate degree programs, 16 certificate programs in career areas, and an assortment of special programs, including: College Discovery Year, High School Equivalency, Work Incentive Program, Bilingual Program, extension study for special groups, courses in Academic Skills, Prison Education Network, Urban Living Skills Center,

Small Business Development Center, and a Union Leadership Academy. The college's total enrollment for 1980-81 was 27,128, with 3,167 full-time credit students and 6,429 part-time credit students. The characteristics of full-time credit students included: 77 percent white and 17 percent Black, 50 percent female, and the average age was 21. The characteristics of part-time credit students were: 83 percent white and 12 percent Black, 47 percent female, and the average age was 31. In the fall of 1981, the college employed 129 full-time faculty and counselors and 184 adjunct instructors. The cost of tuition and fees in the fall of 1981 was \$512.

Program Details

In July 1981 the college established the Center for External Programs and Services. The center incorporates four college operations, each of which had existed in different divisions for varying lengths of time. The four operations are: training and development services, cooperative education, community education programs, and community and corporate extension centers.

The center also coordinates the programs of the Union Leadership Academy, one of four such labor education centers in the state, and the Small Business Development Center, an SBA-funded operation that is a satellite of the Rutgers University-based New Jersey Small Business Development Center.

The rationale for combining these operations within a single administrative organization is that it allows the college to maintain a more unified outreach effort and facilitates relationships and services with various community constituencies.

The purpose of the center's Training and Development Services unit is stated in one of its program brochures:

We have a vested interest in assisting business and industry to strengthen the local economy. With a healthy economy, our graduates will find meaningful employment....The decade of the 1980's offers new challenges for maintaining our edge in business, industry and technology. Training and re-educating employees will become increasingly important. To remain competitive in a rapidly changing economic environment, organizations and their employees must remain adaptive and flexible. Mercer County Community College, through its Center for External Programs and Services, wants to continue its partnership with local business and industry to provide cost-effective training and educational programs to meet present and future developmental needs.

The Training and Development Services unit is the only office in the center that contracts services directly with employers. Contracted programs and services are limited to employees of the sponsoring businesses. A wide range of training and development programs are offered, including management, communications, technical, human resources, and entry-level skills training. Courses can be custom-tailored or pre-designed. They can be credit or non-credit. Courses can be held on-campus, at the plant site or place of business, or at other community locations.

The Training and Development Services office specializes in custom-designed programs. The components of program tailoring include a complete needs assessment of a potential client firm, program evaluation, and materials development.

The office also coordinates the State's Customized Training Program, a program co-administered by the New Jersey Departments of Labor and Higher Education that funds all or portions of the training costs for companies moving into the state, expanding within the state, or experiencing difficulty maintaining a skilled work force. Community colleges have been designated as the responsible agency within each county to coordinate the program.

The two major sources of pre-designed training are the American Management Associations Extension Institute (AMA), and the Institute for Management Improvement Development and Training Program for Business and Industry. The latter program was developed by the Institute for Management Improvement with a grant from the Exxon Corporation.

Other center details are:

1. Five professional staff persons compose the center administrative group. The executive director has varied experiences, including management of her own small business, head of a small business development office for the state, and administrator of the State Matching Grant Program in Economic Development, State Department of Labor and Industry. She has degrees in public affairs and management. The director of training is experienced in counseling and education administration. The director of cooperative education also has experience in counseling and education administration. The director of extension centers has been trained in early childhood education and administration and is tied to human services networks in the area. The director of community education has experience in education administration and organizational theory.

The center's executive director reports to the Dean of Academic Affairs.

2. The center must support itself through the programs it generates. Sources of income include: student tuition for non-credit courses; state tuition contributions for all credit courses and non-credit courses that meet specific state fundable requirements; cooperative education and Small Business Development Center grants; and direct contracts with local business and industry. In the latter category, business and industry paid an aggregate cost of \$79,300 for the special and generic programs the center has offered. This figure includes the direct costs of the programs plus 40 percent overhead charges required by the college.
3. The center offers both special (contract training) and generic programs. To date 73 contracted programs have been offered through the office of training. The aggregate number of enrollments in contracted programs is 2,118 for a two-year period. The figure does not include enrollment in open-enrollment, non-credit programs. The center uses a standard contract for contract training programs.
4. All programs must be approved by the college president and, when a program cost is \$10,000 or above, approval from the college board of trustees is necessary.
5. For evaluation purposes the center uses Op-Scan forms for both special and generic programs. Special program evaluation forms are prepared and administered for certain other generic programs.
6. A partial list of center programs is presented below.

<u>Companies/Organizations</u>	<u>Kind of Program</u>	<u>Program</u>
RCA American Communications	special	Leadership; Time Management; Problem Solving
	special	Technical Written Presentations (three times)
RCA Global Communications	special	Conducting Meetings (two times)
RCA Astro Electronics	special	Retirement Planning
	special	Current Investment Opportunities (three times)
Helene Fuld Medical Center	special	Performance Standards Writing (three times)
	special	MBO (three times)

Bank of Mid-Jersey	special	Principles of Evaluation
McGraw Hill Company	special	Introduction to Programming in Basic
Morris Hall/St. Lawrence Rehabilitation Center	special	Dealing with the Problem Employee
N.J. Department of Transportation	special	Introduction to Micropro- cessor Technology
Princeton Plasma Physics Laboratory	special	Management Skills for Women; Introduction to Electronic Devices
Base 10 Systems	special	Analog and Digital Electronics

College

College of the Albemarle
Post Office Box 2327
Highway 17 North
Elizabeth City, North Carolina 27909
919/335-0821

J. Parker Chesson, Jr., President

Program Office/Center

Business and Community Relations

Pam Whitley, Director

Community Demographics

The college's service area is the largest of any institution in North Carolina and one of the most isolated and inaccessible. It encompasses seven counties in the northeastern part of the state. The district is sparsely populated and covers 3,700 square miles. Nearly half of the area is water winding through low, flat swamp and farm land. Total population is 89,676. It has a population density of 50 persons per square mile and has two modest population centers: Elizabeth City (13,784) and Edenton (5,264). The remainder of the population lives in small communities and towns separated by long distances and poor roads. From the Albemarle area it is a four-hour drive to the political and economic center of the state (Raleigh and the Piedmont area) and 60 miles to the nearest metropolitan area (Norfolk-Hampton-Virginia Beach).

The area has few industries. Agriculture and forestry are the principal income-producing occupations, with corn and soybeans being the principal cash crops. The area has a large pool of unskilled laborers. Many young people leave the region to look for better opportunities. Almost ten percent of the work force commutes to the Norfolk area.

The educational level of citizens 25 years old and older is: 18 percent with less than a fifth grade education and 28 percent with less than eight years of schooling. (The base is 42,400 total population in this age group.) The median number of years of school for the population in this region is 8.3 years.

College Details

College of the Albemarle is one of the 58 public, two-year colleges operating under the North Carolina State Board of Community Colleges. It was chartered in 1960, the first in the state under the 1957 State Community College Act. When authorizing legislation was passed in 1963, it became the first comprehensive community college in the state. Its three-building complex is located on 40 acres in Pasquotank County.

Ninety-three percent of the college students come from the seven-county region. College reports show that the students: come from families whose parents were high school completers but did not attend college (64 percent); are older than the typical college student (24 is the mean age); come from families whose incomes are below \$15,000 per year (56 percent); live over ten miles from the campus (66 percent); and are employed full-time or part-time (51 percent). Also, 63 percent of the students are female. Minorities compose 23 percent of the student body.

The college offers 14 Associate of Arts, Associate of Science, and Associate of Fine Arts programs; seven Associate of Applied Science programs; and 12 vocational and certificate programs. Fifty percent of the student population is enrolled in the transfer program; 34 percent in technical programs, and 16 percent in vocational courses. Full-time students number 799 and part-time 615 (October 1981); approximately 8,000 are enrolled annually in non-credit continuing education courses. The college employs 47 full-time faculty and 32 part-time instructors. Tuition and fees total \$145 per year.

Program Details

In December 1981 the college president created a new position entitled Director of Business and Community Relations. In his announcement memorandum to faculty and staff, the president wrote: "I am convinced that it is in the college's best interest to promote closer ties with the business and industrial segments of our community. This will include, in addition to businesses and industries, such groups as chambers of commerce, industrial development commissions, etc. in our region. Out of a closer working relationship will come a clearer understanding of training needs and additional support for COA's mission."

Among the responsibilities of this new office are:

- establishing and maintaining effective contact with local businesses and industries in order to determine services that can be provided by the college, and
- assisting local chambers of commerce, industrial development commissions, and other groups that promote economic development in the college's service area.

The principal function of the new office is to continue already-established business and industry programs, consolidate and coordinate outreach to the private sector, and provide a single channel through which the private sector can contact the college.

Other program details are:

1. The program director was formerly assistant to the president. Her background includes five years of experience with regional planning and development commissions, primarily in the areas of economic development, grant writing, and local government assistance. She was assistant to the president for nearly two years.

The director reports to the president, but works closely with the Continuing Education Division. The division was formerly responsible for relationships with business and industry, but on a more limited basis than this new office.

2. The office budget totals approximately \$30,000 for this year. Half of this total is provided through state funds allocated for broad college support; the other half comes from a special federal grant designed to assist the college expand and improve its services to the community. These funds are not specifically earmarked for the new office but are drawn from the president's office budget and from grant resources. The college expects that small additions to the office budget will be made in subsequent years.
3. The college offers both special and generic programs to local business and industry. Most of the programs are specially tailored ones, as indicated in the samples given below. Enrollment numbers for these programs are not available.
4. The standard fee for continuing education courses, \$8.00/course, is charged for these programs. The student or business may pay the charge. College faculty are used as instructors for all of the programs.
5. The most significant outreach mechanism used by the office is participation in community presentations to prospective industry officials interested in relocating in the Albemarle region. The

industrial development commission for the region has organized a number of these presentations. In addition to the college's director of Business and Community Relations, the presentation team includes: economic development commission officials, local political leaders, public agency officers, and financial institution representatives. A tour of selected firms, the college, and the industrial park is generally part of the presentation.

Since December 1981, the college has participated in nearly 25 community presentations. One result is that a new company has located in the area, and five other firms are considering a move there.

6. Indirect and informal procedures are used to evaluate the programs. Students evaluate the instructors and employers are asked for their assessments of the programs. The college also uses the number of trained students who are subsequently hired by the employers as an important key to the effectiveness of the programs.
7. A selection of college business and industry programs is presented below. Many of them were initiated before the creation of the Business and Community Relations Office. The college is currently arranging two courses for an industry that is locating in the region, a firm that prints and binds military technical manuals. The college assisted in the promotional campaign to attract the industry.

Companies/Organizations	Kind of Program	Program
Don Juan Manufacturing	Special	In-plant power sewing
United Piece and Dye	Special	Principles of Supervision
Currituck Crab Company	Special	Crab picking
Local cafeteria employers	Generic	Food service training
Dickerson, Inc.	Special	Multi-media first aid
Local restaurants	Generic	Food and beverage control
Postal personnel	Generic	Human relations

8. The college has produced a service brochure entitled Job Training for New and Expanding Industry that it has distributed to local firms as a reminder of college services and to outside enterprises as an enticement to consider the advantages of relocating in the Albemarle region.

College

Portland Community College
1200 S.W. 49th Avenue
Portland, Oregon 97219
503/244-6111

John M. Anthony, President

Program Office/Center

Institute for Community Assistance

Donald M. Fiser, Director

Community Demographics

The college serves a 1,500-square-mile area that has a population of 750,000 people. Among the major industries in the district are: heavy manufacturing, textiles, utilities, electronics and precision manufacturing, insurance, banking, tourism, and data processing sales and services. Major employers include: Tektronix, Inc., Pacific Northwest Bell, FMC Corporation, Alcoa, Georgia Pacific Corporation, Union Pacific Corporation, Boise Cascade Corporation, and Bonneville Power Administration. The service sector employs the greatest percentage of workers in the labor force (36 percent,) followed by manufacturing (33 percent); 18 percent of the labor force works in retail positions. The unemployment rate for the district is 8 percent; the state unemployment rate is 13 percent. More than 75 percent of the population in the area makes between \$15,000 and \$45,000 annually. Approximately 15 percent earn incomes below the national poverty standard. Over 85 percent of the population has completed high school or has had college experience. The majority of residents are between 20 and 39 years old (47.5 percent of the total). Flowing through the district are the Columbia and Willamette rivers. The Cascade Range Mountains border the district and Mt. St. Helens is nearby.

College Details

The college opened its doors in 1961. It is the largest college or university in the state. It is composed of four major campuses and five smaller centers. During the 1980-81 academic year, the college enrolled 78,832 students. It projects a 90,942 headcount in the 1982-83 academic year. It offers 96 associate degree and certificate programs as well as hundreds of occupational upgrading courses, programs, seminars, and workshops. Its student body is characterized by the following details: 29 percent are enrolled in occupational programs, 58 percent are female, 10 percent are minority, 53 percent are employed full-time or part-time, and the average age is 29. The college's yearly budget is approximately \$35 million; it is derived in nearly equal parts from local taxes (\$.58/\$1,000 assessed value), state funds, and tuition and other resources.

For the 1981-82 academic year, full-time faculty numbered 363 and 1,619 part-time instructors were employed by the college. Tuition and fees charges for a year are \$473. The college uses over 100 advisory committees to guide its programs.

Program/Office Details

The institute was established in 1969 as manifestation of the college's commitment to serving the needs of various community audiences. It is the educational marketing outreach center for the college through which new, experimental, and/or custom designed programs are developed and offered to customers in business, industry, government, non-profit institutions, social service agencies and professional organizations. While it is the loci for business/industry relationships in the college, faculty and administrators in all other college departments are encouraged to make individual contacts too. The institute provides coordination and direct assistance to the faculty and administrators for these purposes as requested.

Among the services and programs that the institute offers are: short workshops, year-long and multi-year programs, one or several courses, consulting services, and research activities. College faculty, part-time employees, and, when it is necessary, consultants are employed to deliver the programs.

Recently, the institute initiated four new short-term workshops called "Exchange" programs. Each workshop series covers one of the following areas: legal, business, import/export, and information systems. They are designed for a wide range of audiences and, while they include theoretical concepts, they focus on practical information that everyone participating can both understand and apply to their own situations. The Legal Exchange, for example, is shaped for business leaders, legislators, educators, board members, agency heads, citizens, law students, and others. Topics covered in the workshop include administrative law, business law, criminal law, law school admissions test preparation, bar review courses, juvenile law, and do-it-yourself instructions in adoptions, bankruptcy, divorce, estate planning, change of name, and small claims.

The institute director reports directly to the president.

Other program details are:

1. The institute director has held a number of administrative positions at the college, including: manager of the Cascade Campus, coordinator of curriculum and program development, coordinator of staff development, dean of the social science-business division, and director of management and legal programs.

Also, he has worked in the state higher education office as coordinator for high school relations, as a merchandise manager for Sears, Roebuck and Company, and as a high school instructor. The institute coordinator for program marketing has held management positions in sales in private firms, chief executive assignments with private consultant companies, and teaching and administrative jobs in elementary schools. The director and coordinator are the only professional positions in the institute.

2. In 1969, the institute's first year, its budget was \$21,391. It was provided by the college. In the 1982-83 fiscal year, its budget is \$177,715. It is provided by the college. All income generated by the institute is deposited in the college's general fund.
3. The institute offers both special and generic programs. Since 1969, the institute has completed 281 special programs and 23 generic programs. More than 30,000 students participated in the special programs and 4,980 students enrolled in the generic programs.

In the period July 1, 1981, to June 30, 1982, the institute served 71 different institutions, including: 11 associations and unions, 20 public agencies, and 40 businesses. Thirty college instructional departments assisted with instruction for these programs that amounted to 255 classes in 58 subject areas. Twelve consulting projects were conducted for six different firms.

For each of these programs the institute used a standard contract form.

4. The institute employs a differentiated pricing system.
 - When the college pays the instructor, the minimum charge is the current tuition rate for 16 students even if fewer students are enrolled. The maximum charge is the current tuition for 25 enrollments even if more than 25 are enrolled. In addition to these charges, other costs are applied to support special services, including: curriculum development, supplies, equipment, travel, and clerical support.
 - When the customer pays the instructor, the program is held at the plant/firm and the customer covers all other expenses, the charges are \$10 per student per course or activity per term. The minimum charge is for 16 students, even if fewer than 16 are enrolled.

- When the customer pays the instructor and the program is conducted at the college, the charges are \$10 per enrollment per course or activity per term (16 student minimum even if fewer are enrolled) plus \$12 per credit hour per term, or \$1 per clock hour per term (minimum charge is \$12).

5. Institute staff have developed a comprehensive guide for establishing and maintaining linkages with local business and industry. The guide also includes step-by-step procedures for developing programs for customers. (See item 8 following for a brief description of the guidebook.)

In addition to the sequence of strategies identified in the Introduction to this report, the institute staff also report that one significant means through which the college and industries come together is referrals from previous customers with which the college has worked.

6. The institute applies a series of evaluation procedures to ensure program quality and customer satisfaction. The evaluation scheme is discussed with customers and agreed upon in the early stages of program development. Students, instructional staff, and the customer are the focuses of the evaluations. Student and staff evaluations take the forms of both written and oral assessments. The written assessments are captured through an evaluation form. Customer assessments are handled in discussion. Program evaluations may include all three types of assessment or combinations of two of them. The nature of the program determines how the evaluation is conducted as well as its substance and focus.
7. A sampling of institute programming for the period 1977 through 1982 is presented below.

Companies/Organizations	Kind of Program	Program
General Telephone (GTE)	generic	Management; Marketing; Electronics
Providence Medical Center	generic	Nursing Assistant; Education Training for Handicapped
Tektronix, Inc.	generic	Plumbing Codes; Accounting; Electronics, Management Training
Portland General Electric	generic	Power Distribution; Chemistry
Consolidated Freightways	generic	Data Processing; Accounting
Oregon-Washington Carpenters Training Trust	generic	Welding for State Certification; Blue Print Reading

Eastmoreland General Hospital	generic	Emergency Medical technology
Montgomery Ward	special	Management Training
Intel, Corp.	generic	Technical Writing; Electronics
Stoel, Rives & Foley (Law Firm)	special	Consulting on Various Mgt. Training Programs
Leupold & Stevens	generic	Software; Mgt. Services
Northwest Marine Iron Works	special	Blue Print Reading

8. The institute has produced a series of public relations and information brochures that it distributes to various companies and organizations that are targets for its services. It has also published a comprehensive guide for the generation and maintenance of college linkages and programming for public and private organizations. The guide, A User's Guide to Educational Marketing, is available from the institute for a modest fee. In checklist form, with terse narratives, it details procedures for identifying customers, assessing needs, pricing services, writing contracts, promoting and publicizing services, registering students, follow-up, among other topics.

College

Southwestern Oregon Community College
Coos Bay, Oregon 97420
503/888-2525

Jack E. Brookins, President

Program Office/Center

Career Education

Jack Stevenson, Director

Community Demographics

The college serves a two-county district covering an area of 1,997 square miles. The area is 212 miles south of Portland, 120 miles north of the California border, and 500 miles north of San Francisco. It is four miles from the Pacific Ocean, in the shadow of the Coast Range. The climate is mild and fairly uniform year-round with an average temperature of 53 degrees. The population is 70,500. Major industries in the area are lumber, tourism, and fishing. It is one of the world's foremost lumbering centers and is now the world's largest forest products shipping port. Tourism attractions include: deep sea fishing, clamming and crabbing, parks, botanical gardens, water falls, lakes, and views of

the rugged coastline. Agricultural products are: dairy, poultry, cattle, hogs, sheep, rabbits, and turkeys. The total value of agricultural products amounted to \$24,216,000 in 1980. Except for a Marine Biology Station maintained by the University of Oregon, the college is the only postsecondary institution in the area. From 1970 to 1980, the population of the area grew by 13 percent. However, during the last two years a significant out-migration has occurred because of a negative employment situation. In June 1982, the unemployment rate for the district was 12.8 percent.

College Details

The college was established in 1961. It is a commuter institution to which many students travel long distances. It offers a comprehensive array of programs, including transfer, occupational/vocational, development, and continuing education. Full-time students number 873; 2,154 students are enrolled part-time. In the fall of 1981, 754 individuals participated in continuing education classes. Approximately 20 percent of the students are enrolled in occupational curricula. The college employs 60 full-time faculty and 81 part-time instructors. Annual tuition and fees are \$570.

Program Details

The Career Education Office was created in August 1978. In his letter announcing the new office, the college president wrote: "...the college is redoubling its efforts to relate its programs to community needs and local industry. This involves meeting with area education, business, and labor leaders to create opportunities for training." The announcement was sent to high school superintendents, principals, and vocational education instructors; members of college advisory committees; community college presidents and vocational educators from other colleges in the state; state education department personnel; and state economic development officers. The announcement served as the first notice that the college was making a special concerted effort to establish closer linkages with business and private sector organizations.

Other program details are:

1. The office director, immediately before assuming this position, was associate dean of instruction in vocational education, agriculture, and engineering technology at a California community college. Earlier in his professional experience, he was an automotive and electronics instructor in Colorado, a rolling mill electric crane operator, a farm manager, and an electrical contractor. He had graduate training in vocational education administration. He reports directly to the Dean of Instruction.

2. The college does not provide the office an annual budget. Budget levels are dependent upon current projects and grant funds secured for special purposes. In its first year, 1979-80, the office operated on a budget of \$50,000 derived from the college's general fund. In 1980-81, its budget was \$250,000. In the present year, its budget is \$120,000.
3. The office handles both special and generic programs. The numbers of programs in each category and the number of enrollments in each of them are not available. Staff use a standard contract form in shaping agreements.
4. The costs of programs are computed using the following formula: staff plus fringe benefits plus supplies plus indirect costs (25 percent of staff plus fringe benefits plus supplies). Monies generated by the programs are placed in the college's general fund.
5. In addition to the program development procedures listed in the Introduction, the college uses an ad hoc advisory committee to guide the creation of full programs and uses appropriate faculty and recognized experts to structure workshops, seminars, and other short-term training sessions.
6. All programs are evaluated by students and employers using standard vocational follow-up procedures.
7. A sampling of typical programs generated by the office is given below.

<u>Companies/Organizations</u>	<u>Kind of Program</u>	<u>Program</u>
Farmers	generic	Farm Management Program
Small Business	generic	Small Business Management
Lumber Industry	generic	Grading workshops
Coos-Curry Counties	generic	Waste Water Disposal
Fishing Industry	generic	Crewman training
Fishing Industry	generic	Net Design and Repair
Fishing Industry	generic	Navigation classes
Weyerhaeuser Corp.	special	Office skills upgrading
Mid Coast Marine Corp.	special	Welding upgrading
Journeyman Carpenters	generic	Skills upgrading
Journeyman Electricians	generic	Automated Systems Electronics

College

The Williamsport Area
Community College
1005 West Third Street
Williamsport, Pennsylvania 17701

Robert L. Breuder, President

Program Office/Center

Center for Lifelong Education

Russell C. Mauch, Dean

Specialized Business
and Industrial Programs

Michael A. Sedlak
Coordinator

Community Demographics

The college serves a 10-county, 7,000 square mile region in northcentral Pennsylvania that is essentially rural. It is one of 14 community colleges in the state. The population of the area is 451,000. Forests and farmlands dominate the northern portion. About ten percent of the population is concentrated in the more industrial area around Williamsport. The population of the City of Williamsport is 33,400 (1980); it is the largest city in the district; per capita income for the city in 1979 was \$5,863. Median family income for the Williamsport Standard Metropolitan Statistical Area was \$17,754 in 1980; the unemployment rate for the region was 10.0 percent. In May 1982, the unemployment rate for the City of Williamsport was 11.6 percent. The average age of the population is 29.7 years old, and the average school achievement level is 12.3 years (1979). The area's economy has a diversified industrial base. Major industries include AVCO Corporation, Bethlehem Steel Corporation, and Stroehmann Brothers.

College Details

The Williamsport Area Community College was established in 1965, but its history dates back to 1919 when the local school board established a training program for disabled World War I servicemen. Adult vocational technical education programs were added to the school curriculum in 1920, and in 1941 the adult and vocational high school programs were merged into the Williamsport Technical Institute (WTI). In 1965, WTI was given a new structure and a new name--The Williamsport Area Community College.

In addition to its main campus in Williamsport, the college operates supporting facilities in Allenwood and Montoursville. As of the fall 1981, the college enrolled 9,807 students--2,288 in vocational/technical programs, 238 in transfer programs, 1,119 in its secondary vocational education programs, 386 in non-degree credit courses, and 5,252 through the Center for Lifelong Education.

The college offers 31 degree and 19 certificate programs for a total of 50 different vocational/technical options for postsecondary college students. Additionally, 18 vocational programs are offered to high school students in 13 of the 20 sponsoring school districts. Over 350 different sections of non-credit community and continuing education courses as well as specially designed programs for business, industry, and other professional organizations are also offered throughout its 10-county service area. Full-time faculty number 182 and the college employs 207 part-time instructors. Annual tuition and fees for the 1982-83 school year are \$1,030 for sponsored students and \$2,473 for non-sponsored students.

Program Details

The Center for Lifelong Education houses the Office of Specialized Business and Industrial Programs--one of the four administrative offices within the center. The other three are On-Campus Non-Credit, Outreach, and Off-Campus Non-Credit. Specialized training requests for local business and industry are coordinated through the Office of Specialized Business Programs. The office was officially established in August 1979 and staffed with a full-time professional. Prior to its creation, industrial programming was handled on a part-time basis in conjunction with other non-credit avocational courses. The principle reason for the creation of the office was the college's wish to intensify and focus its commitment to be an active participant in the economic and educational revitalization of the region.

The Specialized Business and Industrial Programs office offers two types of programming: contract and non-contract courses. Contract courses are designed specifically for employees of a particular company, with course content shaped to meet company needs, and presented at the time, date, and location requested. Non-contract courses are generic in nature and designed to meet broad industrial needs. They are not tailored for one particular company, and are generally offered on-campus.

The coordinator regularly visits firms within the college's service area to establish contact with them and to maintain linkages already created. During these visits, he delivers printed examples of some of the training the office has already completed for area businesses, encourages the firms to consider college services that can help resolve some of their technical problems, and invites further correspondence. The firms are invited to take advantage of the college's broad educational resources or to participate in a custom designed course.

The average length of time required to deliver a program is 30 days, although more or less time might be necessary depending on the logistics necessary to satisfy the interests of the company.

Other program details are:

1. The office coordinator's professional background includes an A.A.S., B.S., and an M.Ed. His technical knowledge is both diverse and extensive with experience in industry as well as in education.
2. In its first year of operation, the office's budget was not segregated from the general budget of the Center for Lifelong Education. In its second year, it was established as a cost center with a budget of \$66,000. In its third and current year, its budget total is \$81,000. Funds are derived from program tuition and charges (approximately 73 percent of the total) and state PTE reimbursement.
3. The office offers both special and generic programs. For the period 1980-82, the office conducted 47 special programs and 49 generic programs. Total enrollment for both programs in 1980-81 was 383; for 1982, enrollments in the programs climbed to 971.
4. The office uses a standard contract form for all programs.
5. For the 1982-83 year, the office is applying a \$2.50 per contact hour per student charge for both types of programs. When consumable supplies are required, a nominal lab fee is charged.
6. Student program evaluations are not applied unless they are requested by the client before the implementation of the program. The college discourages such evaluations because of the potential negative impact they might have on employer/employee relationships. However, an anonymous course evaluation is completed by each individual student participant during the last class session, and a summary copy is given to the instructor (and to the client if it is a contract course).
7. Samples of programs offered by the office during the period 1980-82 are presented below.

Companies/Organizations	Kind of Program	Program
Fowler Motors	special	Automatic Transmissions
Various	generic	Hardwood Lumber Production
Frito-Lay	special	Basic Sheet Metal Fabrica- tion
Ille Division of Market Forge	special	Stainless Steel Welding
Various	generic	Digital Electronics 2

Various	generic	Introduction to Diesel Systems
J. P. Ward Foundry	special	Industrial Pipe Fitting I
Paulsen Wire Rope	special	Machanical Blueprint Reading
Pennsylvania Department of Transportation District 2-0	special	Mobile Hydraulics
Pennsylvania House Furniture	special	Effective Speaking in Business
United Association of Plumbers & Steamfitters	special	Template Making and Pipe Welding

College

State Technical Institute at Memphis 5983 Macon Cove Memphis, Tennessee 38134 901/377-4111	Charles O. Whitehead, President
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Program Office/Center

Business, Industry, and Government Training Division	Carol McAuliffe Division Head
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Community Demographics

The institute serves the western Tennessee area, including Shelby County and other surrounding counties. The population of Shelby County is 777,113 (1980); 57 percent is Caucasian and 41 percent is Black. Nine percent of the population is 65 years old or older (72,878); the median age is 27.9 (1982 provisional figures). The total labor force numbers 404,800, with 349,700 employed in non-agricultural jobs. Of those individuals employed in non-agricultural positions, 27 percent are in whole-sale/retail, 21 percent in services, 17 percent in government, and 16 percent in manufacturing. Major private employers are Baptist Memorial Hospital (5,407), Methodist Hospital (4,253), Holiday Inns (4,000), Federal Express (3,500), South Central Bell (3,375), Sears and Roebuck Company (3,177), and International Harvester Company (3,012). The unemployment rate for the Memphis area is 9.9 percent (1982 provisional figure). Unique to the Memphis area is the "Uniport" concept that makes Memphis a natural distribution center. The city's centralized location and direct access to the Mississippi River create a hub for all modes of transportation including river, air, and rail.

College Details

The institute was established in 1967. In the 1981-82 academic year, the institute enrolled 11,347 students (unduplicated); 6,279 attended full-time and 5,068 attended part-time. Other student characteristics include: 4 percent are transfers from other institutions, 59.2 percent are male, 71.16 percent are Caucasian, and 27.3 percent are Black. The institute offers 10 Associate in Engineering, nine Associate of Science, five Associate of Applied Science degrees, as well as an Associate of Independent Studies degree involving the AS and AE curricula. The degree programs include several high technology studies such as Biomedical Engineering Technology, Computer Science Technology, and Electronic Technology. The institution's placement rate is 83 percent. In October of 1981, the institute employed 131 full-time faculty and 240 part-time instructors; its annual tuition and fees charges were \$315.

Program Details

The Business, Industry, and Government Training Division (BIG) was established in 1974 as one concrete means of addressing the secondary role of the institute. The role, as it is stated in the college catalogue, is: "Our obligation is to industry and business in the State of Tennessee and of the nation to meet their standards for and to supply their needs of scientific and technical personnel at levels appropriate to the Institute." (The institute's primary function is to prepare students according to their capacities and interests to be responsible citizens.) The division stresses cross training and upgrade training for employed personnel. It provides regular college credit for catalogue courses and/or courses designed and tailored to the specific needs of professional or industrial groups. It also assists groups to plan and produce workshops, seminars, and courses. The division offers two special programs, Transportation and Traffic Management and Applied Credit and Collection Management; it maintains contracts and serves as the delivery system for the American Management Association Extension Institute, the Small Business Network, and the Tennessee Industrial Training Service; and, through the dean, Evening and Special Programs, it administers the American Institute of Banking and Sales and Marketing Executives programs.

The division head reports to the Dean, Evening and Special Programs.

Other program details are:

1. The division includes six full-time professionals. The division head is an experienced higher education administrator with a business background. The three program coordinators have business, industry, or training backgrounds. The two full-time

instructor/consultants/curriculum developers have a total of 50 years of industrial experience, and backgrounds in business management, college administration, and instruction in industry; they conduct needs assessments, develop curricula, and tailor courses for faculty.

2. In its first year, the office's budget was \$72,570; it came from the institute's general fund. Its budget for 1982-83 is over \$300,000, with less than 10 percent of the total derived from contract administrative charges and approximately \$12,000 generated through industrial training contracts. The remainder comes from the college's general fund. Monies produced by the program are returned to the general fund.
3. The office offers both special and generic programs. In fiscal year 1981, the division conducted 223 special courses for 70 industries in 53 non-duplicated training sites, serving 3,303 students (duplicated). For these courses the division used 94 instructional staff; 60 were part-time instructors from businesses and industry. Fifty percent of the courses were in business and science fields, 30 percent in engineering, 13 percent in related fields, and 6.5 percent in computer technology.
4. Through the summer of 1982, the office charged \$9.00 per credit hour per student (plus travel when applicable) for all programs. The per credit hour charge was increased to \$11.00 in the fall of 1982.
5. The division applies a sequence of student evaluation forms for each of its programs. It also conducts an exit interview with industry/government representatives.
6. A sampling of programs presented by the division in 1980-81 is given below.

Companies/Organizations	Kind of Programs	Program
Communications professionals	generic	Effective Business Communications; Machine Shop Principles
Memphis Light, Gas & Water	special	Controls II, Blueprint Reading and Drafting
National Weather Service	special	Fortran Programming for Technicians
Memphis small business community	generic	Small Business Management
Maintenance industry	generic	Maintenance Refrigeration I and II

Illinois Central Gulf R.R.	special	Industrial Welding
Ripley Industries	special	Industrial Electricity
Plumbing industry	generic	Plumbing Code & Theory
Memphis Boiler & Fabricating	special	Basic Boiler Operations
Transportation industry	generic	Motor Carrier Rates I;
		Physical Distribution

College

Lee College
 Baytown, Texas 77522-0818
 713/427-5611

Lee C. Cloud, President

Program Office/Center

Industrial Education Department

Howard Duhon, Assistant Dean
 Occupational Education and Technology

Community Demographics

Baytown is a community with a population of 60,000, thirty miles east of downtown Houston, on the northwest end of Galveston Bay. The Houston Ship Channel starts at Baytown, putting the community at the hub of one of the most industrially impacted areas in the nation. Its two largest neighbors are Exxon, which occupies an area as large as the city itself, and U.S. Steel, its newest neighbor, which will eventually occupy approximately 14,000 acres of land two miles east of the city. The city's population is ethnically balanced with approximately 55% white, 25% black, and 20% Latin American. Baytown has a recently built mall that accommodates over 2,300 stores, one of the largest in Texas, and draws community support from a radius of 50 miles or more. Highway I-10, an interstate highway, crosses the northern boundary of Baytown; the city has many accesses to it, as well as to other major highways that traverse the community.

College Details

The college was organized in 1934 to serve the Baytown area. The college's service area includes 11 school districts where no other college exists. The facility, located in downtown Baytown, includes nine major structures and a variety of shop and auxiliary buildings on a 35-acre campus. The college is supported by state appropriations, local tax assessments (\$.265/\$100 assessed valuation), and student fees. It offers

32 Associate of Arts degrees, 23 Associate of Applied Science degrees, 10 Associate of Science in Technology degrees, and six certificate programs. College enrollment is largely made up of part-time students; 55 percent are women. The average age of students is 28. Approximately 70 percent of the students are employed either part-time or full-time. Many full-time students work swing shifts in the local plants, so the college arranges its scheduling to permit their attendance day or night. In October 1981, the college reported 917 full-time students, 3,948 part-time students, and 6,233 participants in continuing education courses; 3,200 persons enrolled in occupational education courses. It has 111 full-time faculty and employs 76 part-time instructors. Tuition and fees are \$150 per year.

Program Details

In 1965 the college designed a Petroleum and Chemical Process Technology program to train process operators for the Humble Oil Refinery (now Exxon Refinery). By 1970, the college was working with 18 major industries in its district in industrial skills such as data processing, electronics, industrial electricity, industrial mechanics, mid-management, machine shop, pipefitting, welding, and other technologies.

The Industrial Education office was established in the fall of 1970 to coordinate the college's relationships with local business and industry. The office is staffed by a full-time professional faculty member who carries the title chairperson. The chairperson reports to the Dean of Occupational Education.

Office responsibilities include contacting local industry, working with industries that make inquiries to the college, developing special programs to meet industry needs, and preparing program contracts with local firms. Program scheduling is arranged to meet industry needs and frequently is not synchronized with the college's semester timing.

An advisory committee composed of industry training coordinators helps guide the office's work, ensures that the college's services are known to at least the industries committee members represent, and identifies opportunities in other industries of which the office might take advantage.

Other program details are:

1. The supervisor of the Industrial Education office is an occupational education administrator who has been with the college for 17 years. He organized the office and established its policies and procedures in 1970 when he took a sabbatical leave for advanced studies. A chairperson was appointed to coordinate the activities of this department. Instructors for the training programs are drawn from the college's faculty.

2. In 1970 the office's budget totaled \$140,000. The budget supported all costs of operations, including the salaries of the chairman, support staff, instructors; equipment, supplies, and curriculum development costs. The college provided parts of these funds; the remainder came from program income. By 1982 the office's budget was \$250,000. It covered the costs indicated above. For the 1982 budget, the college contributed \$17,000; the remaining \$233,000 represents the income from the delivery of industrial training programs.
3. The office offers hundreds of special and generic programs for approximately 28 different companies. Ninety percent of the programs are specially designed. The number of students who participate in these programs per year on average is 250. The office also presents instruction for international students through local firms and provides courses for several local independent school districts (junior and senior high schools) that lack laboratories and/or equipment. Individual contracts are prepared for each program. The office does not use a standard contract form.

All generic programs are taught on a semester basis only. Registration, tuition, schedule and course content are similar to regular college courses. Special programs are scheduled for the convenience of the firms, and content is shaped to the company's specifications. Class sizes vary from one to 18 students.

4. The office charges a flat rate of \$30 per clock hour per student for all industry training programs. Costs for international student programs vary, but they are higher because of the nature of the training. Junior and senior high school student costs are \$640 per/student per/year, the per/student amount paid to the schools by the state.
5. Program evaluation focuses on company assessments of the value and quality of the training, student estimates of the practicability of the instruction, and the chairperson's examination of instructor performance. Both formal and informal evaluation methods are used.
6. A selection of special and generic programs the college's office has offered is presented below.

Companies/Organizations	Kind of Program	Program
American Independent Oil - Kuwait	special	Basic English Ed.; Technical Report Writing; Drafting; Technical Physics
American Hoesch Company	special	Chemical Technology; Technical Math; Instrumentation
Brown & Root, Inc.	special	Boilermaking; Ind. Electricity; Machine Shop/Millwrights; Pipefitting; Welding and Related Welding
Champion Paper	special	Auto Mechanics; Electronics; Ind. Electricity; Ind. Carpentry; Machine Shop; Pipefitting & Welding
Conoco	special	Data Processing
Daniel Construction	special	Industrial Mechanics/Millwrights
Exxon Chemical, Olefins Refinery	special	Electronics
General Foods	special	Petroleum & Chemical Process Technology
Gulf Oil Refinery	special	Petroleum & Chemical Process Technology
Lubrizol	special	Pipefitting
Mission Manufacturing Co.	special	Electronics; Technical Math; Strength of Materials
A.J. Mundy Corporation	special	Boilermaking; Machine Shop; Pipefitting; Instrumentation; Welding & Related Subjects
National Methanol Corporation	special	Petroleum & Chemical Process; Instrumentation; Industrial Electricity & Related Subjects
Pittsburg Plate Glass	special	Shop; Pipefitting; Industrial Physics; Welding; Chemical Technology
Stauffer	special	Boilermaking
U.S. Steel Corporation	special	Auto Mechanics; Drafting; Ind. Electricity; Instrumentation; Electronics; Ind. Math; Diesel Mechanics; Machine Shop; Pipefitting; Technical Math; Welding

College

Wytheville Community College
1000 East Main Street
Wytheville, Virginia 24382
703/228-5541

William F. Snyder, President

Program Office/Center

Continuing Education Division

Earl Cherry

Community Demographics

The college serves a five-county, 2,400-square-mile district located in the southwestern corner of the state. The 1980 Census reports that the area population was 99,000. The Allegheny and Blue Ridge Mountains traverse the area, as does the New River. Major employers include: Brunswick Corporation, American Screw Company, and Mixing Corporation; other employment areas are government, furniture manufacturing, agriculture, and health and other social agencies. The college is the third largest employer in the district. Unemployment for the district varies by county from 11 to 20 percent. Per capita income varies from one county to another; for 1979 the extremes were \$4,985 and \$6,628. Nearly 75 percent of the population has less than 12 years of education.

College Details

The college was established in 1965. It is the only postsecondary institution in the area. It offers 14 degree and 17 certificate programs, with approximately 81 percent of the student population enrolled in occupational curricula. Student body characteristics include: 61 percent are female, three percent are minority, and over 60 percent are employed part-time. The average age of the students is 28. In October 1981 the college enrolled 752 full-time students, 1,073 part-time students, and 1,134 individuals registered for continuing education courses. The college employs 54 full-time faculty and 48 part-time instructors. Tuition and fees for the year (1981) are \$347.

Program Details

The college's Continuing Education office was established in 1968. Until recently, the office was involved in several aspects of the college's programming, including considerable credit work in the academic divisions and responsibility for all evening on- and off-campus programs.

Now, the office's charge is to interrelate exclusively with local business and industry, a focus that "is desperately needed," according to the dean of instruction. The office's new mission became fully operational on July 1, 1982.

To help guide the office, the staff organized an advisory committee in March 1982. The committee is composed of 14 members, representing a variety of professions and occupations. One of the duties of the committee is to serve as links between the Continuing Education office and the constituencies the members represent in the community.

The director reports to the Dean of Instruction.

Other program details are:

1. The office director is a college administrator with over 25 years of experience in occupational education.
2. The office budget for the 1981-82 academic year was \$15,000. This figure does not include salaries. Next year's budget is expected to be \$45,000, again exclusive of salaries. The college contributes \$6,000 of these funds from operating expenses; \$2,000 will be generated through contract administrative charges; the remainder, \$37,000, is expected to come from income produced by accelerated programming with business and industry.
3. The college offers both special and generic programs. It has presented 12 special programs and 14 generic courses since its inception. In the special programs, 245 students participated; 350 students enrolled in the generic courses. No formal contracts have been prepared for these programs; but, contracts are used for the instructors who are hired to conduct them.
4. Charges for the special programs are \$15.50 per credit hour. Generic program charges are instructional costs plus 30 percent overhead.
5. Students participating in the programs evaluate both course content and instructors and make recommendations to the college for additional programming. Written and oral assessments are collected from the students. The Continuing Education office advisory committee also participates in evaluation procedures.
6. A sampling of programs administered by the office is presented below.

<u>Companies/Organizations</u>	<u>Kind of Program</u>	<u>Program</u>
Dental assistants	generic	Dental Radiation Workshops
Nurses	generic	Nursing and Malpractice
Medical personnel	generic	Infection Control
Groups of business & industry	generic	Small Computers for Business and Industry

Business & industries	generic	Time Management
Business & industries	generic	Workman's Compensation
Brunswick Corporation	special	Business Management
Riegel Industries	special	Data Processing
Harwood Corporation	special	Sewing Machine Mechanics
District Three	special	Problems of Hypothermia
Governmental Corp.		
Blue Ridge Highlands	special	Process of Aging
Nursing Home		
Sprague Electric Mfg. Co.	special	Industrial Recreation

energy publications

Other Energy Communications Center publications available through the AACJC Publications Office:

Energy Education Programs: Perspectives for Community, Junior, and Technical Colleges, Mary Ann Settlemyre, AACJC, November 1980, ERIC 197 995; \$3.00.

Alcohol Fuel Production, Manpower, and Education: Where Do Two-Year Colleges Fit? James R. Mahoney, AACJC, April 1981, ERIC 205 247; \$3.00.

Energy-Related Activities in Community, Junior, and Technical Colleges: A Directory, Shelby T. Duncan and James R. Mahoney, AACJC, June 1981, ERIC 211 322.

Shoulders to the Wheel: Energy-Related College/Business Cooperative Agreements, Mary Jane G. Jackman and James R. Mahoney, AACJC, February 1982; \$6.00.

Energy Currents, Shelby T. Duncan, Mary Jane G. Jackman, and James R. Mahoney, newsletter, 10 issues, AACJC, 1980-1981; free.

"Energy Education Program Development in Two-Year Postsecondary Institutions: A Look at National Surveys," James R. Mahoney, AACJC, February 1980, ERIC 181 980; free.

"What Do Chickens, Alcohol, and Windmills Have To Do With Community Colleges?" Community and Junior College Journal, James R. Mahoney, AACJC, May 1980.

"Two-Year College Contributions to Energy Education," James R. Mahoney, AACJC, July 1981, ERIC 213 470; free.

"Big Boom in Energy Programs," Community and Junior College Journal, James R. Mahoney, AACJC, September 1981.

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